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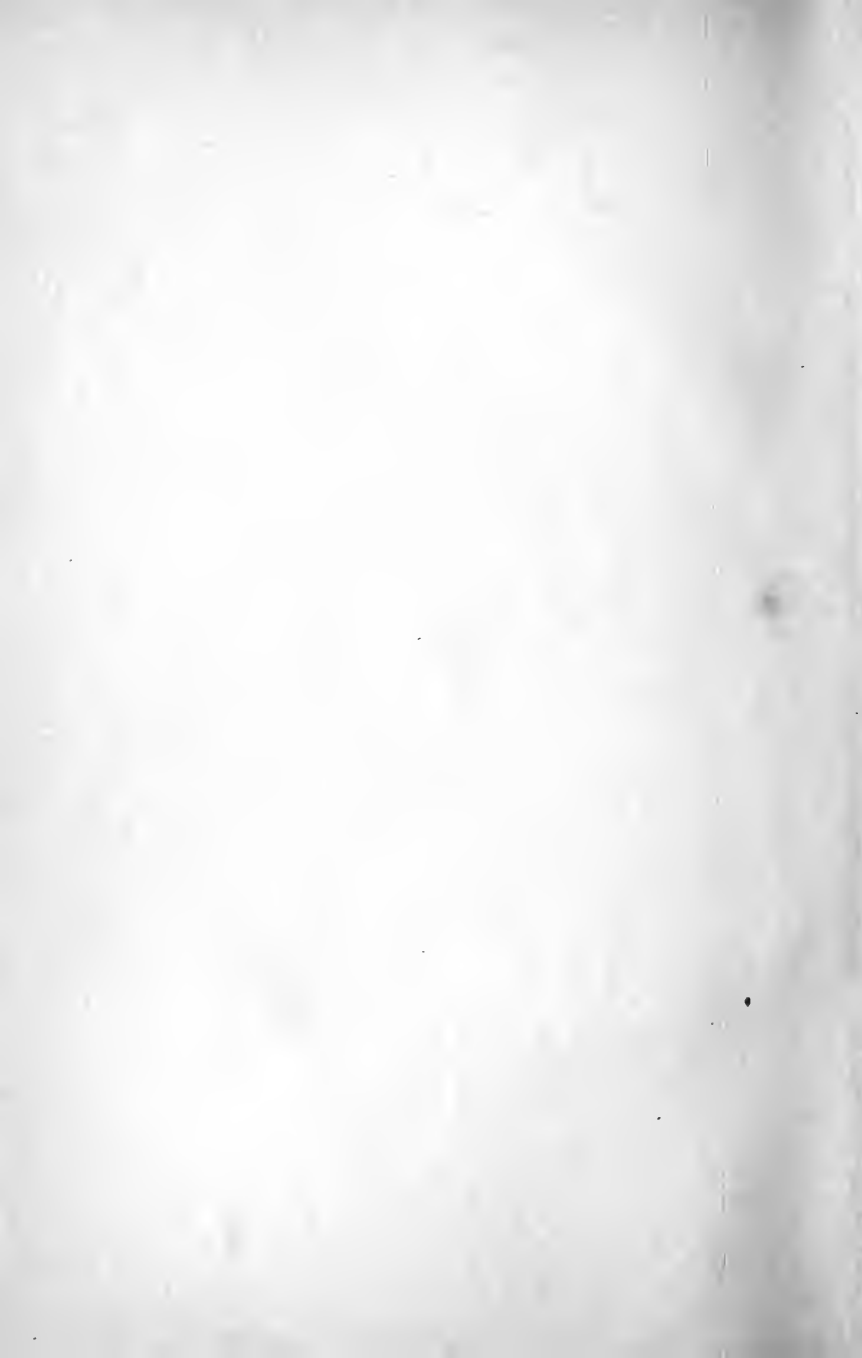
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1162

Haverford College Bulletin

Volume I

New Series

Number I



Reports

of the

Board of Managers
President of the College
Treasurer of the Corporation

1901-1902

THE CORPORATION
OF
Haverford College

REPORTS OF.

BOARD OF MANAGERS

PRESIDENT OF THE COLLEGE

TREASURER OF THE CORPORATION

PRESENTED AT THE ANNUAL MEETING

TENTH MONTH 14TH, 1902

PRESS OF
THE LEEDS & BIDDLE CO.
PHILADELPHIA

CORPORATION.

President,

T. WISTAR BROWN,

No. 235 Chestnut Street, Philadelphia.

Secretary,

J. STOGDELL STOKES,

Ninth and Thompson Sts., Philadelphia.

Treasurer,

ASA S. WING,

No. 409 Chestnut Street, Philadelphia.

Board of Managers,

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PHILIP C. GARRETT,
DAVID SCULL,
RICHARD WOOD,
CHARLES HARTSHORNE,
JOHN B. GARRETT,
EDWARD BETTLE, JR.,
FRANCIS WHITE,
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SAMUEL L. ALLEN,
J. STOGDELL STOKES,

THOMAS F. BRANSON.

T. WISTAR BROWN, *Chairman,*
No. 235 Chestnut Street.

HOWARD COMFORT, *Secretary,*
No. 529 Arch Street.

STANDING COMMITTEES OF THE BOARD OF MANAGERS.

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The chairman of the Board of Managers is *ex-officio* a member of all standing committees.

FACULTY.

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and Professor of Ethics.

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and Professor of History.

LYMAN BEECHER HALL, PH. D.,
John Farnum Professor of Chemistry.

SETH K. GIFFORD, PH. D.,
Professor of Greek.

LEVI T. EDWARDS, A. M.,
Professor of Mechanics and Electricity.

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*WILFRED P. MUSTARD, PH. D.,
Professor of Latin.

WILLIAM H. COLLINS, A. M., PREFECT,
and Director of the Observatory.

*HENRY S. PRATT, PH. D.,
David Scull Professor of Biology.

*Absent 1902-1903.

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and Instructor in Physical Training.

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Associate Professor of Philosophy.

OSCAR MARSHALL CHASE, S. M.,
Secretary of the College and Instructor in Drawing.

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Lecturer on Commercial Law and Banking.

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Associate Professor of Political Science.

ALBERT ELMER HANCOCK, PH. D.,
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LEGH WILBER REID, PH. D.,
Associate Professor of Mathematics.

HERMAN L. EBELING, PH. D.,
Instructor in Latin.

WILLIAM WISTAR COMFORT, PH. D.,
Instructor in Romance Languages.

EDWARD RHOADS, PH. D.,
Instructor in Physics.

JOHN DARLINGTON CARTER, A. M.,
Instructor in Chemistry.

R. MYRON STRONG, PH. D.,
Instructor in Biology.

REPORT OF THE BOARD OF MANAGERS
OF
THE CORPORATION
OF
HAVERFORD COLLEGE
1902.

Commence-
ment.

The Board of Managers respectfully reports that another year of satisfactory work was concluded on Commencement day, Sixth month 13th last, when twenty-three students received the degree of Bachelor of Arts, sixteen the degree of Bachelor of Science and two the degree of Master of Arts. One certificate was given to a student who had completed a partial course.

New Year.

The new year opened with good prospects and an enrollment of 117 students, divided as follows: twenty-four Seniors, twenty-six Juniors, twenty-nine Sophomores and thirty-eight Freshmen.

Faculty
Changes.

The following changes are reported in our Faculty : Professor Seth K. Gifford has returned home after a year of study abroad, where he received the degree of Doctor of Philosophy from the University of Halle for his critical study of the text of the Pauline epistles.

Doctors Mustard and Pratt have been granted leave of absence for one year. The place of the former will be filled by Dr. Herman L. Ebeling, who had charge of the classes in Greek during Professor Gifford's absence. R. Myron Strong, Ph. D., (Harvard) has been engaged to conduct the biological work while Dr. Pratt is absent. We regret to state that owing to continued ill-health, William C. Ladd has felt obliged to give up his position. ^{Prof. Ladd.} Professor Ladd has been a member of our staff for fifteen years. During this time he has filled a useful place in our Faculty, esteemed for his high character and valued for his serviceableness and good influence in the college community.

The courses in French and Spanish will be conducted this year by William Wistar Comfort, Ph. D. (Harvard).

It is the aim of every college to build up and then retain a good and loyal faculty. ^{Our Faculty.} The past year has given evidence that these qualities are not wanting at Haverford, since valued professors have received and declined inducements to leave us for work in more conspicuous fields.

The Librarian reports that during the year ending Ninth month 30th, 1902, there were ^{Library Statistics.} added to the Library 1,376 volumes, of which 473 were bought, 564 were gifts, 23 exchanged for duplicates, 219 came from the Government to the Library as a United States Depository, and 97 were periodicals, pamphlets and books bound. The total number of books in the Library at the

above date was 40,012. During the college year 6,912 books were withdrawn for use outside the building. Of this number 2,804 were withdrawn by students, 2,362 by members of the Faculty, 369 by residents on the college grounds and in the neighborhood. For use "over-night" 1,377 volumes were taken from the Library.

The steady increase in the use of the Library as shown by these figures is very gratifying. There has been, also, a marked increase in the number of students using the Library as a place for study and reading.

Addition
of
Alumni
Hall to
Library.

A notable event of the year has been the addition of Alumni Hall to the Library premises, thus giving the whole of the building to Library uses. For the first time the Library now has a building of its own, and will be furnished with those conveniences and appliances which are almost essential to a satisfactory administration of this important branch of college life.

Removal
of
Grammar
School.

The Grammar School, established in a building on the college grounds in 1885, has outgrown its accommodations. With an attendance of 200 scholars, it has become one of the leading schools in the vicinity of Philadelphia. It has met the object of the subscribers who started it by giving greater educational facilities to the neighborhood, and has sent sixty-five students to the College. In the judgment of those concerned the time has now arrived when the interests of the College and of the School would each be promoted by a severance of the relations heretofore existing.

A fine modern school building is approaching completion on the adjacent property owned by the Head-Master, and in a few weeks the School will be removed to its new quarters. The word "College" has been dropped from its title.

It is with deep regret that we record the death of our colleague, Charles Roberts, which occurred on the 23rd of First month last. Charles Roberts was graduated from the College in 1864, and in 1872 was elected a Manager. For three years he served as Secretary of the Corporation.

He was constant in his attendance at our meetings, and served on important committees with conscientious fidelity. He was deeply interested in the growth of the College, and was a liberal contributor to its needs. His excellent judgment, ripened by wide experience in business life and public affairs, made him a valued member of our Board, where his accurate knowledge of the College and capacity for useful service will be greatly missed.

In Third month last, Lucy Branson Roberts addressed a letter to the Board offering to present to the College the sum of \$50,000 for the erection of an Assembly Hall in memory of her husband, Charles Roberts.

The condition attached to the offer was that the Hall should contain a fire-proof room for the reception of the autograph collection to be given to the College, and to be preserved intact as the "Charles Roberts Autograph Collection." The Board accepted with sincere gratitude the above

munificent gift, which not only will supply a constant need, but will fitly perpetuate the memory of one whose interest in the College was constant and fruitful.

Plan
of
New
Hall.

Plans for the new Hall, prepared by Cope and Stewardson, architects, have been approved and the building is now being erected with a prospect of completion early in the coming year. The site selected begins 85 feet north of Barclay Hall, and extends about 68 feet in front, on a line with the west side of Barclay Hall, and in depth about 120 feet, parallel with the north end of Barclay Hall.

The general style of architecture is Colonial. The outside walls will be faced with Germantown stone, with Indiana limestone for window and door heads, &c. The inside finish is to be of quartered white oak. The main auditorium will seat about 500 and the gallery about 300. The front part of the building will be devoted to fire-proof rooms for the Roberts Collection and the College records, a waiting room and office for the President, a Secretary's office and minor rooms.

When the manuscripts are arranged it is hoped that a catalogue will be made to show the value of a collection that represents the liberality and critical judgment of an experienced antiquarian.

New
Manager.

The Board elected Thomas F. Branson, M. D., (Class of 1889) to fill the vacancy caused by the death of Charles Roberts.

Treas.'s
State-
ment.

The financial statement given with our Treasurer's account shows that the receipts from

board and tuition and from income of invested funds amounted to a little more than the expenses for the year. Contributions to the new Gymnasium Fund have reduced the advances made by the College on that account by \$3,437.87, leaving still due to the College \$5,281.00 in order to make the Gymnasium a complete gift free of cost to the College. There are some subscriptions still outstanding which will be paid toward this.

The long list of cash contributions during the year for various needs of the College gives evidence that its Alumni and interested friends are in close sympathy with its work.

The memorial gateway erected by the friends of Edward B. Conklin, who graduated in 1899 and died in 1900, has been formally presented to the College. This artistic structure stands at the main entrance to our grounds, and will long serve as a memorial of the strength and loyalty of college associations. Conklin
Memorial.

We are also under obligations to the Class of Gifts, 1900, which proposes to establish and finish an alcove in the Library to be known as the "Class of 1900 Alcove." A gift of \$10,000 in cash received from William P. Henszey was of great value as it enabled us to buy additional machinery and build ducts to extend our heating and lighting plant.

The great ice-storm of last winter did irreparable damage to our trees. The cost of clearing Trees
on
Lawn. up was nearly met by contributions of about \$700 for the purpose. We are indebted to Stuart

Wood (Class of 1870) for a number of trees planted around the new Gymnasium.

The Board made an appropriation for placing about seventy trees where they will be needed to preserve the beauty of our grounds.

The condition of the trees on Maple Avenue has been declining for several years, and the damage done last winter makes it necessary to take immediate action to provide for the future. Expert advice has been taken and a committee of the Board now has this subject in charge.

Condition
of
Property.

President Sharpless and his assistants have been careful to maintain the buildings and grounds in condition, and we believe the property and equipment of the College are satisfactory and promising.

For this result we are indebted to the fidelity of our officers and the liberality of many friends whose continued interest is needed to support the work of advanced education.

On behalf of the Board,

T. WISTAR BROWN, *President.*

HOWARD COMFORT, *Secretary.*

Philadelphia,
Tenth mo. 13th, 1902.

PRESIDENT'S REPORT

To the Board of Managers :

The President reports the register of attendance during the last and present years as follows :

Enroll-
ment.

1901-02

Faculty	Graduates	Seniors	Juniors	Sophom.	Freshmen	Tot.
19	3	40	19	27	36	144

1902-03

Faculty	Graduates	Seniors	Juniors	Sophom.	Freshmen	Tot.
20	0	24	26	29	38	137

The Faculty changes have been as follows :

Faculty
Changes.

During 1901-02 Professors Seth K. Gifford and William C. Ladd were granted leave of absence. Professor Gifford returns to us with the degree of Doctor of Philosophy from the University of Halle, Germany, for work done in New Testament Greek. Professor Ladd, after some months' study in the University of Chicago, found that his health disabled him from continuing the work, and forwarded his resignation of his position as Professor of French. During fifteen years of service in this position he had become much beloved and respected by his associates and students for his noble character and successful teaching. It was with great regret that his connection with us was severed. His place was filled by William

Wistar Comfort, who, in Sixth month last, received the degree of Doctor of Philosophy in Romance Languages from Harvard University. During the current year Professors Wilfred P. Mustard and Henry S. Pratt have been granted leave of absence. Dr. Mustard's place has been filled by Dr. Herman L. Ebeling, who last year performed the same service for Prof. Gifford. R. Myron Strong, (A. B. of Oberlin, and Ph. D. of Harvard) takes the work of Dr. Pratt in Biology for the year.

The following promotions have been made in the titles of members of our teaching staff: Dr. Pratt has been raised from Associate Professor to Professor in Biology; Dr. Rufus M. Jones, Dr. Don C. Barrett, Dr. Albert E. Hancock and Dr. Legh W. Reid have been made Associate Professors instead of Instructors, and John D. Carter has been promoted from Assistant in Chemistry to Instructor in Chemistry.

Lectures
and Public
Events.

The lectures and other public affairs for the last college year were as follows:

Haverford College Library Lectures:

Dr. W. H. P. Faunce, President of Brown University, "Modern Uses of the Bible." Eleventh month twenty-fifth.

Dr. Le Baron R. Briggs, Dean of Harvard College, "Student Life in College." Second month sixth.

Dr. George A. Barton, of Bryn Mawr College, "The Babylonian Tablets of the Haverford College Library." Third month thirty-first.

Other Lectures :

Sir Robert S. Ball, F. R. S., Lowndean Professor of Astronomy in the University of Cambridge, England, "Time and Tide." Delivered under the auspices of the Zeta Chapter, Phi Beta Kappa Society. Eleventh month eighth.

Ellis Yarnall, "Books and Personal Recollections." First month ninth.

Alden Sampson, A. M., "A Visit to the Ruins of Palmyra." Illustrated. Two lectures. Second month twenty-seventh and Third month sixth.

Martin G. Brumbaugh, Ph. D., Late Commissioner of Education for Porto Rico, "Present Conditions in the Island of Porto Rico." Third month twentieth.

Bliss Perry, Ph. D., Editor of the Atlantic Monthly, "Patriotic Poetry." Fourth month seventh.

Other Public Events :

Arbor Day celebration, under the auspices of the Pennsylvania Forestry Association and the Campus Club of Haverford College. Meeting in Alumni Hall, presided over by John Birkenbine, President of the Pennsylvania Forestry Association. Addresses by Judge Ashman and Dr. Albert S. Bolles. Poem by Dr. F. B. Gummere. Appropriate exercises on the lawn attending the planting of some twenty-five trees presented to the College by Stuart Wood. Fourth month fourth.

Fourth Annual Debate between the Philomathean Society of the University of Pennsyl-

vania and the Loganian Society of Haverford College. Question for discussion: Resolved, "That United States Senators should be elected by direct vote of the people." Fourth month fourth.

Junior Exercises, Fourth month sixteenth.

Annual Oratorical Contest (extemporaneous speaking) for the Everett Society Prize. Fifth month seventh.

Annual Oratorical Contest for the Alumni Prize. Fifth month fourteenth.

Presentation of the Conklin Memorial Gateway. Presentation address by Clement A. Wild '99, on behalf of the donors and acceptance on behalf of the College by Howard Comfort '70, Secretary of the Board of Managers. Sixth month tenth.

Annual Meeting of the Phi Beta Kappa Society. Sixth month tenth.

Alumni Day. Sixth month eleventh.

Senior Class Day. Sixth month twelfth.

Commencement Day. Address to the graduates by Dr. Le Baron Russell Briggs, Dean of Harvard College. Sixth month thirteenth.

Extension
of Heating
and
Lighting
Plant.

The new heating and lighting plant mentioned one year ago has been extended during the summer by the construction of a duct containing steam pipes, water pipes and electric wires, leading from the Gymnasium to Barclay Hall, and another from Barclay Hall to the new Roberts Hall, thus permitting these Halls to be heated from the central plant. There has also been

purchased a one hundred and fifty horse power boiler and a new engine and dynamo for the supply of electric light. A generous donation by our neighbor, Wm. P. Henszey, of \$10,000 has been applied to this purpose. It is the intention, however, when other funds are available, to redeem this money and use it to aid in the construction of a new Hall.

The Gymnasium Fund is still not quite complete. The Treasurer has paid out \$5,281 more than he has received on this account. Contributions not yet received, some of them with the condition that the whole amount shall be obtainable, amount to about \$3,000. An early completion of the subscription would be extremely desirable. The George B. Wood Memorial Room in the East wing has been handsomely and appropriately furnished by the Class of 1887 as a Reading Room, with tables, chairs and periodical literature. It is a valuable addition to the resources of the Gymnasium. The Class of 1898 has furnished an Alumni Lodging Room in the West wing.

About \$1,000 has been expended in making improvements on the road leading through the lawn,—mostly on Maple Avenue. The trees on this ancient avenue, now nearly seventy years old, were greatly damaged by the sleet storm of last winter, and are evidently going into decay. It is probable that the best solution of the difficulty would be to remove alternate trees and plant others in their places. The old ones were

originally forty feet apart, but the effect would have been better and the trees probably longer lived had this space have been doubled. This storm, on the evening of Second month 21st, 1902, played havoc with the trees on the lawn generally. Maples, pin oaks, and beeches suffered the most, but very few escaped. The generous contribution of about \$700 by the friends of the College for cutting away the broken limbs and for the removal of the debris, enabled us to place the lawn in tolerable condition. But many trees are hurt beyond recovery, and it will be years before the full beauty of the lawn will be restored. Through the efforts of the Campus Club, an association of interested friends, about one hundred and twenty young trees were set out on the grounds last fall and spring. The Forestry Association of Pennsylvania held its annual meeting at the College, and gave us interesting addresses on the important subject of tree culture.

Physical
Labora-
tory.

The south end of the old Gymnasium has been made into a Physical Laboratory, giving this department much better facilities than it has heretofore had.

Library
Improve-
ments.

The seats and platform have been removed from Alumni Hall, and by subscriptions, amounting to about \$2,350, it has been made possible to place cases and tables in the Hall, thus almost doubling the capacity for usefulness of our Library. In the west end of the Hall there is a reading room fitted up with permanent tables and suitable chairs. This is for quiet study, and

the works of reference will be arranged around the room. In the east end of the Hall there is another reading room for periodical and transient readers. The Librarian's desk has been placed in the center where the two wings cross. A re-distribution of books is expected to take place during the coming winter. The Library has now ample accommodations, so far as room is concerned, for several years to come. The north wing is not fire proof and danger to the whole building results from this condition.

The most important addition to the resources of the College in the way of buildings is Roberts Hall. Shortly after the much lamented death of Charles Roberts, who had been for many years an interested and useful member of the Board of Managers of the College, his widow, Lucy B. Roberts, announced her intention of presenting to the College his valuable collection of autograph letters. This is one of the finest collections of its kind in the country and has a cash value of more than \$50,000. With this collection came also the announcement of her intention to erect Roberts Hall, to have fire-proof rooms to contain this collection, administration offices for the College and a Hall for public exercises. The services of Cope and Stewardson were employed as architects, and the building is now in process of erection, eighty-five feet north of Barclay Hall. Roberts Hall will be a Colonial structure about 120 feet by 68 feet in size. The main entrance will be at the west end. On the left will be fire-

proof rooms for the Charles Roberts collection of autograph letters and the College records ; to the right and in the second story front will be the College offices ; the east end will be exclusively occupied by a Hall seating about nine hundred people. The whole will be a most appropriate and beautiful memorial to one of the truest friends Haverford has ever had, — a man whose scholarship, substantial character, and usefulness in public life have gained general respect and a large circle of friends.

Descrip-
tion of
Haverford.

The description of Haverford given by its friends would probably be "a small, high-grade, denominational college." The first adjective expresses a fact,—a fact which will broaden by time, but, as compared with the great universities of the country, will always be true. The second expresses both a fact and an aspiration,—a fact when we consider the quality of its teaching staff and the standard of its students in scholarship and morals, and an aspiration to still further emphasize these in the future. The third — *denominational* — will have a somewhat changing meaning with the expanding thought of the times. We cannot escape, and we would not if we could, the duty we owe to the denomination whose money and support have sustained Haverford from the beginning. To develop loyalty, intelligent comprehension of Friendly truths, and zealous advocacy of Friendly actions and methods among Friendly students should still be our pleasure and our duty. But here we may stop. I do

not know of a dollar of money having been given, or an expression of a wish by any official of Haverford having been made, looking towards the intrusion of Quakerism upon the non-Quaker part of our student body. It is no part of our duty to make Haverford an instrument for proselyting. Our religious forms are so simple that they cannot and do not offend any. Upon equal grounds as to charges, duties, and requirements of discipline we meet all denominations and all habits of thought and religious activity. But little is said or known among the students themselves of denominational proclivities.

We should not, therefore, forget either side of our obligations,—to make our Friends better Friends and to make our students stronger and better Christian characters. We are a denominational college, but our denominationalism is of such a character as will keep genuine religion to the front and under which all forms of belief will be equally protected.

Very respectfully,

ISAAC SHARPLESS, *President.*

Haverford,

Tenth month 25th, 1902.

PUBLICATIONS OF THE FACULTY, 1901-1902.

- BABBITT, JAMES A.—*Haverford College Year Book. Haverford College Athletic Annual.* Article in *Physical Education Review*, December, 1901: *Blood Corpuscle Count, Hemoglobin and Sphymograph Tracing as Influenced by Physical Exercise.*
- BARRETT, DON C.—*The Supposed Necessity of the Legal Tender Paper.* *The Quarterly Journal of Economics*, May, 1902.
- BOLLES, ALBERT S.—*Practical Banking.* A new edition (eleventh). Levey Bros. & Co., Indianapolis, Ind. A new edition of *Cushing's Manual*, with extensive additions. Henry T. Coates & Co., Philadelphia, Pa. *Banks and Banking.* Article in the *Encyclopaedia of Law and Procedure*, Vol. V, 200 pp. The American Law Book Co., New York.
- BROWN, ERNEST W.—*Modern Methods of Treating Dynamical Problems, and, in particular, the Problem of Three Bodies.* *Precis* of four lectures delivered before the American Mathematical Society, August, 1901. *Bulletin of the American Mathematical Society*, December, 1901. Review of the *Annuaire pour l'An 1902*: *ib.*, March, 1902. *On the Small Divisors in the Lunar Theory.* *Transactions of the American Mathematical Society*, April, 1902.

EBELING, HERMAN L.—*Some Statistics on the Order of Words in Greek*. Article contributed to Studies in Honor of Basil L. Gildersleeve, pp. 229-240, Baltimore, the Johns Hopkins Press, 1902.

GIFFORD, SETH K.—*Pauli Epistolas qua forma Legerit Joannes Chrysostomus*. In *Dissertationes Philologicae Halenses*, Vol. XVI, Pars. 1. Max Niemeyer, Halle, Germany.

GUMMERE, FRANCIS B.—*The Old Case of Poetry in a New Court*. *Atlantic Monthly*, June, 1902.

HANCOCK, ALBERT E.—*A Year in the Book World*, in *Book News*. Reviews in the *Outlook*: Thomas's *Life of Schiller*, Engel's *English Literature*, Sherman's *What is Shakspeare?*, Liddell's *Study of Poetry*, Moody and Lovett's *History of English Literature*. Reviews in the *New York and Philadelphia Times Literary Supplements*: Brownell's *Victorian Poets*, Gummere's *Beginnings of Poetry*, Beer's *English Romanticism in the Nineteenth Century*, Augustine Birrell's *Essays*, Gummere's *The Quaker, A Study in Costume*, Herrick's *Real World*, Hodder's *New Americans*.

JONES, RUFUS M.—*The Mystical Element in Paul and The Mystical Element in John*. *Present Day Papers* for First, Second, Third and Fourth months, 1902.

MUSTARD, WILFRED P.—Report of *Rheinisches Museum für Philologie*, Vol. LVI, in *The American Journal of Philology*, Vol. XXII. *Homeric Echoes in Matthew Arnold's "Balder Dead."* Article contributed to *Studies in Honor of Basil L. Gildersleeve*, Baltimore, the Johns Hopkins Press, 1902.

RHOADS, EDWARD—*On the Change of Dimensions in Iron Caused by Magnetization*. *Philosophical Magazine*, November, 1901. *On the Relation between the Thermo-electric Power and Change of Length Caused by Magnetization*. *Science*, August 1, 1902.

SHARPLESS, ISAAC—*The Causes of Pennsylvania's Ills*. *Atlantic Monthly*, January, 1902.

SUMMARY OF THE ACCOUNT OF THE TREASURER OF THE CORPORATION OF HAVERFORD COLLEGE.

From Eighth mo. 31st, 1901, to Eighth mo. 30th, 1902.

RECEIPTS.

Income from investments—

General Endowment Fund,	\$4,325 85
Thomas P. Cope Fund,	412 71
Edward Yarnall Fund,	247 31
Alumni Library Fund,	729 01
Isaiah V. Williamson Fund,	982 46
John Farnum Memorial Fund,	1,443 87
John M. Whitall Fund,	551 39
Richard T. Jones Scholarship Fund, . .	225 00
David Scull Fund,	1,924 85
Edward L. Scull Fund,	592 95
New Library Fund,	327 02
Wistar Morris Memorial Fund,	245 00
Mary Farnum Brown Library Fund, . .	1,480 04
Mary M. Johnson Scholarship Fund, . .	236 91
Sarah Marshall Scholarship Fund, . . .	225 40
Israel Franklin Whitall Fund,	553 51
Jacob P. Jones Endowment Fund, . . .	25,477 57
Clementine Cope Fellowship Fund, . .	1,131 58
John Farnum Brown Fund for Bible Study, &c.,	2,558 05
Ellen Walu Fund,	478 60
	<hr/>
	\$44,149 08
Board and Tuition, cash,	\$39,288 42
“ “ scholarships,	11,575 00
	<hr/>
	\$50,863 42

Board of Professors,	\$1,111 83
Rents,	3,059 33
Farm,	2,208 52
Stationery,	466 57
Income credited to Contingent Account,	622 46
Receipts for Account of Previous Years,	890 95
Donations—For Addition to John Farnum	
Brown Memorial Fund for	
Bible Study and Religious	
Teaching,	\$10,000 00
—For Wm. P. Henszey Donation,	10,000 00
—For Roberts Hall,	10,000 00
—For New Gynnasium,	4,070 09
—For Salaries,	1,300 00
—For Library Improvements,	750 00
—For Memorial Reading Room,	849 18
—For Storm Damages,	670 00
—For Physical Laboratory,	500 00
—For Haverford Fellowship,	390 00
—For Prizes, &c.,	585 00
	————— 39,114 27
Money borrowed temporarily,	90,700 00
Investments—General Endowment Fund,	\$7,045 00
—Thomas P. Cope Fund,	1,000 00
—Edward Yarnall Fund,	1,500 00
—John Farnum Memorial Fund,	14,415 00
—John M. Whitall Fund,	1,000 00
—David Scull Fund,	10,800 00
—Edward L. Scull Fund,	2,000 00
—New Library Fund,	2,200 00
—Mary Farnum Brown Library	
Fund,	3,500 00
—Mary M. Johnson Scholarship	
Fund,	3,000 00
—Jacob P. Jones Endowment	
Fund,	54,745 27
	————— 101,205 27

Balance on hand Eighth Month 31st, 1901 :

In the hands of the President,	\$505 94	
In the hands of the Treasurer,	228 18	
		<hr/>
		\$734 12
		<hr/>
		\$335,125 82

PAYMENTS.

Salaries,	\$39,895 86
Provisions,	15,440 89
Wages,	7,602 51
Repairs and improvements,	4,000 71
Fuel and lights,	3,803 75
Interest,	3,742 10
Family expenses and furniture,	2,296 96
Lawn and garden,	3,280 87
Taxes,	839 77
Incidentals,	1,810 21
Scientific equipment,	635 85
Gymnasium and athletics,	1,088 76
Printing and advertising,	624 91
Insurance,	587 76
Books, etc., from income Alumni Library Fund,	581 26
Books, etc., from income David Scull Fund,	63 58
Books, etc., from income New Library Fund,	249 34
Books, etc., from income Mary Farnum Brown Library Fund,	806 72
Lectures from income Mary Farnum Brown Lib. Fund, .	275 00
Clementine Cope Fellowship Fund Annuity,	1,000 00

\$88,626 81

Scholarships—Income General Endowment

Fund,	\$1,600 00
“ —Income Thomas P. Cope Fund,	600 00
“ —Income Edward Yarnall Fund,	200 00
“ —Income Isaiah V. Williamson Fund,	900 00
“ —Income Richard T. Jones Scholarship Fund,	225 00

Amount carried forward, \$3,525 00

Amount brought forward,	\$3,525 00
Scholarships—Income Jacob P. Jones Endowment Fund,	7,250 00
“ —Income Mary M. Johnson Scholarship Fund,	400 00
“ —Income Sarah Marshall Scholarship Fund,	400 00
	<hr/> \$11,575 00

Paid out of special donations :

From William P. Henszey Donation, . .	\$3,500 00
For Roberts Hall,	997 37
For Memorial Reading Room,	810 08
For Storm Damages,	670 00
For New Gymnasium,	632 22
For Haverford Fellowship,	500 00
For Physical Laboratory,	375 72
For Prizes, &c.,	731 24
	<hr/> \$ 8,216 63

Paid temporarily on account of Loans out of Funds awaiting reinvestment, 105,050 00

Investments :

General Endowment Fund,	\$9,500 00
Edward Yarnall Fund,	1,500 00
John Farnum Memorial Fund,	9,668 75
John M. Whitall Fund,	1,000 00
David Scull Fund,	13,168 75
New Library Fund,	3,500 00
Jacob P. Jones Endowment Fund, . . .	72,069 45
John Farnum Brown Fund for Bible Study, &c.,	10,000 00

\$120,406 95

Balance on hand Eighth mo. 30th, 1902 :

In the hands of the President,	1,205 18
In the hands of the Treasurer,	45 25
	<hr/> 1,250 43

\$335,125 82

FINANCIAL STATEMENT.

FOR THE YEAR ENDING 8TH MO. 30TH, 1902.

Expenses of running the College, as per Treasurer's Statement,	\$38,626 81
Receipts for Board and Tuition, Rents, Farm and from all other sources connected with the business of the College,	46,134 67
Leaving a deficiency of	\$42,492 14
Income from Invested Funds applied to Scholarships and running expenses,	42,492 14
Other Income from Investments applied toward expenses of previous years,	1,173 94

THOMAS P. COPE FUND.

FOUNDED 1842.

Par value of Invested Funds,	\$3,900 00
Principal uninvested,	1,410 04
Total Fund,	\$5,310 04
Income on hand at beginning of year,	\$474 99
Income received during the year,	412 71
	887 70
Paid for the Thomas P. Cope Scholarship,	600 00
Balance on hand at end of the year,	\$287 70

GENERAL ENDOWMENT FUND.

ESTABLISHED 1847 AND INCREASED FROM TIME TO TIME SINCE.

Par value of Invested Funds,	\$78,512 64
Principal uninvested,	17,877 27
Total fund,	\$96,389 91
Income received during the year,	4,325 85
Paid for Scholarships,	\$1,600 00
Paid for General College Expenses,	2,725 85
	4,325 85

HAVERFORD COLLEGE

EDWARD YARNALL FUND.

FOUNDED 1860.

Par value of Invested Funds,	\$6,000 00
Principal uninvested,	21 24
<hr/>	
Total fund,	\$6,021 24
Income on hand at beginning of year,	\$23 52
Income received during the year,	247 31
<hr/>	
	270 83
Paid for the Edward Yarnall Scholarships,	200 00
<hr/>	
Income on hand at end of the year,	\$70 83

ALUMNI LIBRARY FUND.

ESTABLISHED BY THE ALUMNI ASSOCIATION, 1863.

Par value of Invested Funds,	\$10,200 00
Principal uninvested,	1,046 75
<hr/>	
Total fund,	11,246 75
Income on hand at the beginning of year,	\$ 31 69
Income received during the year,	729 01
<hr/>	
	760 70
Paid for Books, etc.,	581 26
<hr/>	
Income on hand at end of year,	\$179 44

ISAIAH V. WILLIAMSON FUND.

FOUNDED 1876 AND INCREASED 1883.

Par value of Invested Funds,	\$20,866 66
Principal overinvested,	197 63
<hr/>	
Total fund,	\$20,669 03
Income on hand at beginning of year,	\$116 06
Income received during the year,	982 46
<hr/>	
	1,098 52

HAVERFORD COLLEGE

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Paid for I. V. Williamson Scholarships,	900 00
Income on hand at end of the year,	<u>\$198 52</u>

JOHN FARNUM MEMORIAL FUND.

ESTABLISHED 1878, INCREASED BY LEGACY OF ELIZABETH H.
FARNUM IN 1899.

Par value of Invested Funds,	\$34,050 00
Principal uninvested,	<u>5,946 25</u>
Total fund,	\$39,996 25
Income received during the year,	1,443 87
Paid toward support of Chair endowed by this Fund,	1,443 87

JOHN M. WHITALL FUND.

FOUNDED IN 1880.

Par value of Fund, all invested,	\$10,000 00
Income received during the year,	551 39
Appropriated for salaries,	551 39

EDWARD L. SCULL LEGACY.

RECEIVED IN 1885.

Par value of Invested Funds,	\$9,100 00
Principal uninvested,	<u>2,524 07</u>
Total fund,	\$11,624 07
Income received during the year,	592 95
Appropriated for salaries,	592 95

DAVID SCULL FUND.

FOUNDED 1885.

Par value of Invested Funds,	\$43,500 00
Principal uninvested,	<u>841 56</u>
Total fund,	\$44,341 56
Income received during the year,	1,924 85
Paid toward salaries, etc.,	1,924 85

HAVERFORD COLLEGE

RICHARD T. JONES SCHOLARSHIP FUND.

FOUNDED BY WILL OF JACOB P. JONES, 1885.

Par value of the Fund, all invested,	\$5,000 00
Income received during the year,	225 00
Paid for Richard T. Jones Scholarship,	225 00

NEW LIBRARY FUND.

FOUNDED 1892.

Par value of Invested Funds,	\$5,500 00
Amount uninvested,	756 43
<hr/>	
Total fund,	\$6,256 43
Income on hand at beginning of the year,	20 05
Income received during the year,	327 02
<hr/>	
	\$347 07
Paid for Books, etc.,	249 34
<hr/>	
Income on hand at end of the year,	\$97 73

WISTAR MORRIS MEMORIAL FUND.

FOUNDED 1892.

Par value of the Fund, all invested,	\$5,000 00
Income received during the year,	245 00
Appropriated for salaries,	245 00

MARY FARNUM BROWN LIBRARY FUND.

FOUNDED 1892

Par value of Invested Funds,	\$27,600 00
Amount uninvested,	4,251 67
<hr/>	
Total fund,	\$31,851 67
Income received during the year,	1,480 04
<hr/>	

Income overdrawn at beginning of the year, . . .	\$123 60
Income appropriated for books, etc.,	806 72
Income appropriated for lectures,	275 00
Transferred to principal account,	174 72
	<hr/>
	\$1,380 04
Income on hand at end of the year,	\$100 00

ISRAEL FRANKLIN WHITALL FUND.

FOUNDED 1896

Par value of Invested Funds,	\$11,000 00
Amount uninvested,	730 25
	<hr/>
Total fund,	\$11,730 25
Income received during the year,	553 51
Appropriated for salaries,	553 51

MARY M. JOHNSON SCHOLARSHIP FUND.

FOUNDED 1897

Par value of Invested Funds,	\$1,000 00
Amount uninvested,	3,374 00
	<hr/>
Total fund,	\$4,374 00
Income on hand at beginning of the year, . . .	\$200 97
Income received during the year,	236 91
	<hr/>
	437 88
Paid for Mary M. Johnson Scholarship,	400 00
	<hr/>
Income on hand at end of the year,	\$37 88

SARAH MARSHALL SCHOLARSHIP FUND.

FOUNDED 1897

Par value of Funds, all invested,	\$5,000 00
Income on hand at beginning of the year, . . .	\$289 45
Income received during the year,	225 40
	<hr/>
	\$514 85
Paid for Sarah Marshall Scholarship,	400 00
	<hr/>
Income on hand at end of the year,	\$114 85

HAVERFORD COLLEGE

JACOB P. JONES ENDOWMENT FUND.

FOUNDED 1897

Par value of Invested Funds,	\$461,544 45
Amount uninvested,	4,098 60
<hr/>	
Total fund,	\$465,643 05
Income received during the year,	\$25,477 57
Appropriated for scholarships,	7,250 00
Appropriated for general expenses,	18,227 57
	<hr/>
	\$25,477 57

CLEMENTINE COPE FELLOWSHIP FUND.

FOUNDED 1899

Par value of Invested Funds,	\$24,800 00
Amount uninvested,	227 00
<hr/>	
Total fund,	\$25,027 00
Income received during the year,	\$1,131 58
Income overdrawn at end of the year,	70 03
	<hr/>
	\$1,201 61
Paid annuity for the year,	\$1,000 00
Income overdrawn at beginning of year,	201 61
	<hr/>
	\$1,201 61

JOHN FARNUM BROWN FUND FOR BIBLE STUDY AND
RELIGIOUS TEACHING.

FOUNDED 1900 AND INCREASED LATER.

Par value of Invested Funds,	\$77,000 00
Amount uninvested	122 88
<hr/>	
Total fund,	\$77,122 88
Income received during the year,	2,558 05
Income appropriated for salaries, &c.,	\$2,435 17
Income transferred to principal,	122 88
	<hr/>
	\$2,558 05

ELLEN WALN FUND.

FOUNDED 1900

Par value of Invested Funds,	\$10,000 00
Amount uninvested,	205 00
<hr/>	
Total fund,	\$10,205 00
Income received during the year,	478 60
Income appropriated for general expenses,	478 60

SUMMARY OF THE FUNDS.

General Endowment Fund,	\$96,389 91
Thomas P. Cope Fund,	5,310 04
Edward Yarnall Fund,	6,021 24
Alumni Library Fund,	11,246 75
Isaiah V. Williamson Fund,	20,669 03
John Farnum Memorial Fund,	39,996 25
John M. Whittall Fund,	10,000 00
Richard T. Jones Scholarship Fund,	5,000 00
David Scull Fund,	44,341 56
Edward L. Scull Fund,	11,624 07
New Library Fund,	6,256 43
Wistar Morris Memorial Fund,	5,000 00
Mary Farnum Brown Library Fund,	31,851 67
Mary M. Johnson Scholarship Fund,	4,374 00
Sarah Marshall Scholarship Fund,	5,000 00
Israel Franklin Whittall Fund,	11,730 25
Jacob P. Jones Endowment Fund,	465,643 05
Clementine Cope Fellowship Fund,	25,027 00
John Farnum Brown Fund for Bible Study, &c.,	77,122 88
Ellen Waln Fund,	10,205 00
<hr/>	
Total par value,	\$892,809 13

Being \$13,830.33 more than reported one year ago as follows :

Added gift to John Farnum Brown Fund for

Bible Study, &c.,	\$10,000 00
From Income Mary Farnum Brown Library Fund,	174 72

From Income John Farnum Brown Memorial Fund,	122 88
From variations from par value in securities, bought and sold,	2,176 66
For interest in Snow Shoe Intersection Farm sold,	733 61
Income credited to Principal Account,	622 46
Total Increase as above,	<u>\$13,830 33</u>

SPECIAL FUND.

This Fund is made up of moneys donated for special purposes and now awaiting application thereto, as follows:

Roberts Hall,	\$9,002 63
William P. Henszey Donation,	6,500 00
Salaries,	1,300 00
Library Improvements,	750 00
Physical Laboratory,	124 28
Prizes, &c.,	165 56
	<u>\$17,842 47</u>

We have examined the accounts of the Treasurer of The Corporation of Haverford College for the year ending Eighth Month, 30th, 1902, of which the foregoing is a summary. We have compared his statement with the vouchers therefor, and find the same correct. There was a cash balance in his hands on that date of \$45.25, exclusive of \$1,205.18 in the hands of the President of the College.

{ Signed }	FRANCIS STOKES, J. STOGDELL STOKES, <i>Auditing Committee.</i>
PHILADELPHIA, Tenth Mo. 3rd, 1902.	

We have examined the securities belonging to The Corporation of Haverford College, and find them to agree with the foregoing statement of the Treasurer.

{ Signed }	SAMUEL L. ALLEN, WILLIAM H. HAINES, <i>Auditing Committee.</i>
PHILADELPHIA, Ninth Mo. 22nd, 1902.	

DONATIONS IN MONEY DURING THE YEAR ENDING 8TH MO. 30, 1902.

Samuel L. Allen, . . .	\$15 00	William H. Futrell, . .	20 00
John Bacon,	15 00	Alfred C. Garrett, . . .	35 00
Albert L. Baily, . . .	10 00	John B. Garrett,	590 00
Joshua L. Baily, . . .	50 00	Philip C. Garrett, . . .	80 00
Charles R. Bedell, . .	10 00	Henry H. Goddard, . .	5 00
Ellen S. Brown, . . .	150 00	William H. Haines, . .	100 00
T. Wistar Brown, . .	11,165 00	Edward Y. Hartshorne, .	10 00
Anna R. Burr,	20 00	William P. Henszey, .	10,050 00
Charles H. Burr, . . .	200 00	Mrs. Wm. P. Henszey, .	25 00
Joel Cadbury,	10 00	Samuel Hill,	10 00
James Cary,	10 00	A. A. Hirst,	20 00
Cash,	5 00	Abram F. Huston, . .	25 00
Class of 1896,	20 00	Hannah M. Jenks, . .	20 00
Class of 1898,	10 00	William H. Jenks, . . .	10 00
Class of 1899,	20 00	Alba B. Johnson, . . .	25 00
Stephen W. Collins, .	5 00	Richard M. Jones, . . .	10 00
Edward T. Comfort, .	10 00	William W. Justice, Jr.,	5 00
Howard Comfort, . .	10 00	Franklin B. Kirkbride,	10 00
James C. Comfort, . .	10 00	Hugh Lesley,	25 00
John H. Converse, . .	25 00	Horace G. Lippincott, .	20 00
Francis R. Cope, Jr., .	5 00	Arthur Malcolm, . . .	30 00
Henry Cope,	20 00	Elliston P. Morris, . .	20 00
Nathaniel B. Crenshaw,	5 00	John T. Morris,	250 00
Charles S. Crosman, .	25 00	Arthur V. Morton, . .	5 00
William Dean,	5 00	J. Whitall Nicholson, .	20 00
J. H. Dennis,	5 00	Harold Peirce,	25 00
Henry S. Drinker, . .	5 00	Charles James Rhoads, .	10 00
James Emlen,	5 00	Charles Roberts' Estate,	10 95
Jonathan Evans, . . .	10 00	David Roberts,	50 00
E. C. Felton,	50 00	Lucy B. Roberts, . .	10,000 00
John Field,	100 00	Alden Sampson, . . .	50 00

CLASS CONTRIBUTIONS FOR NEW GYMNASIUM.

Class of 1861		
George Wood,	\$250 00	
Class of 1863		
William M. Coates,	100 00	
Class of 1864		
J. Preston Thomas,	50 00	
Class of 1869		
Edward B. Taylor,	200 00	
Class of 1872		
Francis B. Gummere,	30 00	
Class of 1876		
Frank H. Taylor,	25 00	
Class of 1880		
James L. Lynch,	\$25 00	
John M. Whittall,	250 00	
	<hr/>	275 00
Class of 1881		
Walter Brinton,	50 00	
Edward Y. Hartshorne,	20 95	
Isaac T. Johnson,	10 00	
Walter F. Price,	10 00	
John C. Winston,	175 00	
	<hr/>	265 95
Class of 1883		
Stephen W. Collins,	11 50	
George G. Mercer,	10 95	
John S. Spruance,	5 00	
Charles H. Whitney,	11 50	
	<hr/>	38 95

Class of 1884

John Henry Allen,	10 00
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Class of 1887

Hugh Lesley,	25 00
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Barker Newhall,	4 35
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William C. Wood,	100 00
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129 35

Class of 1888

Francis Cope Hartshorne,	5 00
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G. Brinton Roberts,	55 00
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60 00

Class of 1889

Dr. Thomas F. Branson,	150 00
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Thomas Evans,	100 00
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Franklin B. Kirkbride,	162 80
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David J. Reinhardt,	33 00
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J. Stoddell Stokes,	150 00
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595 80

Class of 1890

Henry P. Baily,	33 33
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George T. Butler,	10 00
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Edward R. Longstreth,	5 00
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Charles H. Thurber,	16 50
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64 83

Class of 1891

Wm. G. Fischer, Jr.,	15 00
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William W. Handy,	10 00
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J. Howard Rhoads,	11 00
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Robert E. Strawbridge,	100 00
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136 00

Class of 1892

Franklin McAllister,	25 00
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Class of 1893

J. Paul Haughton,	73 00
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Walter W. Haviland,	16 00
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Clarence G. Hoag,	33 00
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Carroll B. Jacobs,	13 00
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Arthur V. Morton,	33 34
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HAVERFORD COLLEGE

41

John M. Okie,	50 00	
Charles James Rhoads,	100 00	
Gifford K. Wright,	7 34	
	<hr/>	325 68
Class of 1894		
Oscar M. Chase,	20 00	
Charles Collins,	10 00	
J. Allen DeCou,	5 00	
Kane S. Green,	11 00	
Samuel W. Morris,	30 00	
Jonathan T. Rorer,	10 00	
Francis J. Stokes,	55 00	
Henry W. Scarborough,	8 08	
David S. Taber,	30 00	
Frank D. Walker,	10 00	
Parker S. Williams,	20 00	
Arnold Wood,	35 00	
	<hr/>	244 08
Class of 1895		
Walter C. Webster,		22 00
Class of 1896		
Arthur F. Coca,	19 50	
C. Russell Hinchman,	25 00	
Paul D. I. Maier,	10 00	
J. Henry Scattergood,	55 00	
L. Hollingsworth Wood,	32 50	
	<hr/>	142 00
Class of 1897		
Charles H. Howson,	5 50	
Francis N. Maxfield,	5 00	
George M. Palmer,	10 00	
	<hr/>	20 50
Class of 1898		
Dr. William W. Cadbury,	4 00	
Alfred G. Scattergood,	434 00	
Wm. Jordan Taylor,	6 00	
	<hr/>	444 00
Class of 1900		
Cash,		100 00
Total Class Contributions,		<hr/> \$ 3,554 14

LIST OF GIFTS TO THE LIBRARY OF
HAVERFORD COLLEGE,
1901-1902.

U. S. Government,	219
Anna P. Cope,	206
Haverford Y. M. C. A.,	33
Henry S. Drinker,	32
Anna Potts,	21
Philip C. Garrett,	20
J. M. L. Black,	13
Hon. I. P. Wanger,	10
Mayor S. H. Ashbridge,	6
Greenwich Observatory,	5
D. G. Alsop,	4
Dr. E. W. Brown,	4
Regents of the State of New York,	4
N. P. Shortridge,	2
Dr. A. S. Bolles,	2
J. Rendel Harris,	2
Cornell University,	2
Amelia M. Gummere, Smithsonian Institution, President Isaac Sharpless, President J. C. Schurman, Joel Cadbury, Massachusetts Board of Arbitration, Dr. F. B. Gummere, Pennsylvania Bar Asso- ciation, Peabody Institute, New Jersey State Geological Survey, and many others, one volume each, besides numerous pamphlets.	

ANNUAL ALUMNI PRIZE CONTEST IN
ORATORY, 1902.

FIFTH MONTH, 14th.

- "THE CAVALIER IN AMERICA," Samuel Norman Wilson
"THE NOVELIST OF HUMANITY," . Harry Anthony Dominovich
"AMERICA IN THE FAR EAST," Justin Emmett Brown
"JOHN MARSHALL, JURIST AND STATESMAN,"
Edgar Howard Boles
"ROBERT BURNS," Enoch Farson Hoffman
"THE IRON POPE," John Sharpless Fox

SIXTH ANNUAL
EVERETT MEDAL ORATORICAL
CONTEST, 1902.

FIFTH MONTH, 17th.

- "KIT CARSON, THE AMERICAN PIONEER," . . . Bernard Lester
"POLITICAL CONDITIONS IN IRELAND," . Victor Wayne Wheeler
"SAINT TERESA AND HER WORK," . . . William Mintzer Wills
"A REPRESENTATIVE GERMAN," Harold William Jones
"GEORGE FOX," James Martin Stokes, Jr.
"THE TRUE HISTORY OF THE BASTILLE,"
Charles Stone Bushnell
"NANSEN'S ACHIEVEMENTS," George Kingman Helbert
"THE YELLOW PERIL," Harry Nahum Slonimsky

EXERCISES OF COMMENCEMENT WEEK.

1902.

SECOND-DAY, SIXTH MONTH 9th.

9.00 A. M. Entrance Examination of Freshmen.

THIRD-DAY, SIXTH MONTH 10th.

9.00 A. M. Entrance Examination of Freshmen.

4.30 P. M. Presentation of the Conklin Memorial Gateway, by Clement A. Wild, '99, and acceptance on behalf of the College by Howard Comfort, '70, Secretary of the Board of Managers.

8.00 P. M. Annual Meeting of the Phi Beta Kappa Society.

FOURTH-DAY, SIXTH MONTH 11th—ALUMNI DAY.

7.00 P. M. Alumni Collation for the Alumni and invited guests.

8.00 P. M. Business Meeting of the Alumni in Alumni Hall. Discussion of subjects of College interest.

The Annual Cricket Game, Old Haverfordian XI vs. College XI.

FIFTH-DAY, SIXTH MONTH 12th—SENIOR DAY.

Exercises of Senior Class Day in the afternoon and evening. (Attendance by invitation of the Class.)

SIXTH-DAY, SIXTH MONTH 13th—COMMENCEMENT DAY.

- 10.30 A. M. 1. Introductory Remarks by President Sharpless.
2. Announcement of Honors and Prizes.
3. Conferring of Degrees.
4. Address to the Graduates by Dr. Le Baron Russel Briggs, Dean of Harvard College.

SCHEDULE OF RECITATIONS— FIRST HALF YEAR.

SECOND DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
	Scripture.	Bib. Lit. V.	Spanish V.	Chemistry.	
		Amer. Hist.	Physics IV.	Ger. I. Latin III.	
		Greek III.	Greek V.	Drawing. Eng. I.	
Gov't. I.	Scripture.	Anatomy.	English V.	Ger. V. Hist. IV.	
Math. IX.		Math. IV.	Chem. IV.	French III.	
French IV.	Scripture.		Math. XV.	Biology.	
			Soph. Latin.	Soph. Greek.	
	Scripture.	Fresh. Latin.	Fresh. Hist.	Drawing.	
				Fresh. Greek.	

THIRD DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
				Chemistry.	
Pol. Sc.	Math. IX.		Math. VI.	Ger. I. Phil. VII. & VIII.	
II. & III.	Physics V.	Ethics.	Phil. IX.	Drawing.	
	French II.		French I.	Ger. II. Spanish.	
Psych.	Latin IV.	Pol. Econ.	Amer. Hist.	Shop Work.	
	Gov't. I.		Math. III.		
	Geology.		Greek V.		
Soph. Lat.		Soph. Math.	Soph. Phys.		Soph. Phys.
			(Sec. I.)		(Sec. II.)
Fr. Math.		Fr. Physiol.		Drawing.	Soph. Gr'k.
					Fresh. Latin

FOURTH DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
				Chemistry.	
	Pol. Sc. IV.	Anatomy.	Amer. Hist.	Ger. II. French II.	
Eng. VIII.	& V.	Engin. I.	Greek V.	French I.	
	Math. IX.	Pol. Sc. II.	Eng. XII.	Latin III. Latin IV.	
Biol. VIII.	Spanish.	& III.	Biol. III.	Phil. VII. & Bib. Lit V.	
	Biol. VII.	Eng. VII.	Math. IV.	VIII. Shop Work.	
Soph. Lat.		Math. III.			
Fr. Math.		Soph. Math.	Soph. Phys.	Soph. Physical Lab.	
		Fresh. Lat.	Fresh. Lit.		Fresh Greek

FIFTH DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
				Drawing.	
Adv. Phy.	Math. IV.			Gov't. II. French I.	
Geology.	French III.			French II. Phil. IX.	
Pol. Sc. II.	Eng. VI.			Greek III.	
& III.	Ger. II.	Meeting.		Latin V.	
Psych.				Drawing.	
Math. XV.				Soph. Physical Lab.	
Soph. Eng.					Fresh. Hist.
Fr. Math.	Fr. Greek.				

SIXTH DAY.

8.30	9.30	10.30	11.30	1.30 and 2.30	3.00
				Gov't. I. French III.	
	Math. III.		Chem. IV.	Ger. I. Greek III.	
	Greek V.		Lat. IV.	Biology.	
Eng. X.	Eng. XII.	Ethics.	History IV.	Greek II.	
	Physics V.		Phys. IV.	Pol. Sc. IV. & V.	
	French II.	Pol. Econ.	French IV.	Shop Work.	
	Ger. IV.			Ger. II. Ger. V.	
	Math. VI.				
Soph. Math.		Soph. Phys.	Soph. Phys.		
		(Sec. I.)	(Sec. II.)		
Fresh. Lat.		Fresh. Rhet.	Fresh. Math.	Shop Work.	

SEVENTH DAY.

8.30	9.30
	Physiol. Adv.
Eng. VIII.	Geology.
Phil. IX.	Math. VI.
	Eng. VII.
	Latin III.
Sop. Math.	Soph. Eng.
Fr. Phys.	Fr. Greek.

SCHEDULE OF RECITATIONS— SECOND HALF YEAR.

SECOND DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
Gov't. I.	Scripture.	Bib. Lit. V.	Astron. I.	Chemistry.	
Math. IX.		Amer. Hist.	Spanish.	Latin III.	
French IV.	Scripture.	Greek III.	Physics IV.	Ger. I.	Drawing. Eng. I.
	Scripture.	Math. IV.	Greek V.	Ger. V.	Hist. IV.
	Scripture.		Chem. IV.		French III.
	Scripture.	Fresh. Lat.	Math. XV.		Drawing.
			Soph. Latin.		Biology.
			Fresh. Hist.		Soph. Greek.
				Fresh. Greek.	

THIRD DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
Astron. II.	Math. IX.		Phil. IX.	Chemistry.	
Pol. Sc.	Physics V.	Ethics.	French I.	Ger. I.	Phil.
II. & III.	French II.		Amer. Hist.	Ger. V.	VII. & VIII.
	Latin IV.	Polit. Econ.	Math. III.		Drawing.
Psychology.	Gov't. I.		Anatomy.	Ger. II.	Spanish.
	Astron. I.	Soph. Chem.	Soph. Biol.		Shop Work.
Soph. Lat.			Soph. Math.		Lab. Soph. Biol.
		Fresh. Eng.	Fresh. Greek.		Soph. Math.
Fresh. Math.					

FOURTH DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
Eng. VIII.	Pol. Sc.	Anatomy.	Amer. Hist.	Chemistry.	
	IV. & V.	Engin. I.	Greek V.	Ger. II.	French II.
Biol. VIII.		Pol. Sc.	Eng. XII.	French I.	Math. VI.
	Math. IX.	II. & III.	Biol. III.	Lat. III.	Lat. IV.
	Spanish.	Eng. VII.	Math. IV.	Philos.	VII. & VIII. Bib Lit. V.
Soph. Lat.	Surveying.	Math. III.			Shop Work.
	Biol. VII.	Soph. Chem.	Fresh. Lit.	Soph. Greek.	Fresh. Greek.
Fresh. Math.		Fresh. Lat.			

FIFTH DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
Astron. I.	Math. IV.			Drawing.	
	French III.			Gov't. II.	French I.
Adv. Physiol.	Eng. VI.			French II.	Phil. IX.
	Ger. II.			Greek III.	
Pol. Sc. II. & III.		Meeting.		Latin V.	Drawing.
Psychology.					
Math. XV.				Soph. Chem.	Lab.
Soph. Eng.	Fresh. Greek.				Fresh. Hist.
Fresh. Math.					

SIXTH DAY.

8.30	9.30	10.30	11.30	1.30 and 2.00	3.00
			Astron. II.		
			Chem. IV.		
			Lat. IV.	Gov't. I.	French III.
Eng. X.	Math. III.	Ethics.	Hist. IV.	Ger. I.	Greek III.
	Greek V.		Phys. IV.		Biology.
	Eng. XII.	Pol. Econ.	French IV.	Greek II.	Pol. Sc. IV. & V.
	Phys. V.	Soph. Chem.			
Soph. Math.	French II.		Soph. Eng.	Ger. II.	
	Ger. IV.	Fresh. Rhet.			Shop Work.
Fresh. Lat.	Math. VI.		Fresh. Math.	Ger. V.	Lab. Soph. Bi.
					Shop Work.

SEVENTH DAY.

8.30	9.30
Eng. VIII.	Math. VI.
Phil. IX.	Eng. VII.
Adv. Physio.	Lat. III.
Soph. Math.	Surveying.
Soph. Biol.	Laboratory.
Fresh. Latin.	

STATED MEETINGS OF THE CORPORATION AND OF THE MANAGERS.

The Annual Meeting of "The Corporation of Haverford College" is held on the second Third-day in the Tenth month, at 3 o'clock P. M.

The Stated Meetings of the Managers are held on the third Sixth-day in the First, Third, Fifth, Ninth, and Eleventh months.

LEGACIES.

The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

FORM OF LEGACY.

I give and bequeath (if personal)—devise (if real)—to "The Corporation of Haverford College," the sum of.....
.....(or if real estate, describe it).....to have
and to hold to them, their successors and assigns, to the use of the
said "The Corporation of Haverford College," their successors
and assigns.







Haverford College Bulletin

Volume I

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Number 2

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First Month, 1903



Catalogue

1902-1903

Haverford, Pa.
Published by the College

CATALOGUE

OF

Haverford College

1902-1903



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1903

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CALENDAR.

1902-1903.

College Year 1902-1903 began.....	9th Mo. 24
Winter Recess begins.....	12th Mo. 24
Winter Term begins,* 1903.....	1st Mo. 6
Second Half-year begins.....	2nd Mo. 2
Junior Exercises.....	4th Mo. 15
Spring Recess begins	4th Mo. 16
Spring Term begins*.....	4th Mo. 28
Examinations for Admission	6th Mo. 8-9
Alumni Meeting.....	6th Mo. 10
Senior Class Day.....	6th Mo. 11
Commencement Day, 1903.....	6th Mo. 12

1903-1904

Examination for Admission.....	9th Mo. 21-22
College Year 1903-1904 begins*.....	9th Mo. 23
Winter Recess begins.....	12th Mo. 23
Winter Term begins, 1904*.....	1st Mo. 5
Commencement Day, 1904.....	6th Mo. 10

* The first classes at the beginning of each term are held promptly at *half-past nine o'clock*. No absences from them are excused, unless clearly unavoidable.

HISTORY AND DESCRIPTION.

IN the spring of 1830, a meeting of a few Friends in Philadelphia, shortly followed by a similar meeting in New York, originated Haverford School. The joint committee expressed the object of the effort as follows: "The members of the Society of Friends, having hitherto labored under great disadvantages in obtaining for their children a guarded education in the higher branches of learning, combining the requisite literary instruction with a religious care over the morals and manners of the scholars, . . . and carefully preserving them from the influence of corrupt principles and evil-communications, it is therefore proposed that an institution be established in which the children of Friends shall receive a liberal education in ancient and modern literature, and the mathematical and other sciences."

The \$40,000 supposed to be necessary was raised without great effort, and the committee went out to seek a location. "We wished to procure," they say, "a farm in a neighborhood of unquestionable salubrity—within a short distance of a Friends' meeting—of easy access from this city at all seasons of the year . . . and one that was recommended by the beauty of the scenery and a retired situation." They then report that, of the many places inspected by them, the only one which combined all the advantages was one of 198½ acres (since increased to 225), "near the eight-mile stone of the Lancaster turnpike." They explain the present and prospec-

tive merits of the farm, the beauty of the natural woods, the unfailing springs of purest water, the nearness to the new Pennsylvania railroad, in words which the succeeding decades have amply justified.

On the 28th of Tenth month, 1833, the School opened in Founders' Hall, with 21 students. Provision had been made for a superintendent and three teachers:—

A Teacher of Ancient Languages and Ancient Literature.

A Teacher of English Literature, and Mental and Moral Philosophy.

A Teacher of Mathematics and Natural Philosophy.

The superintendent was to have charge of the government, order, and domestic economy of the family.

The regulations of the new School were rigid. The bounds and hours of the boys were very strictly prescribed. All the details of the daily program were arranged with great care; and, if the elaborate provision of a number of wise men for the normal growth of students could convert boys into perfect men, the students of these early days had every advantage.

The School thus established grew rapidly into prosperity and debt. The charges were low, the teachers were liberally paid, and the years which followed were marked by a constant endeavor to produce a maximum of good fruits from very limited funds. The deficiencies were made up in a liberal spirit, and a constant growth was maintained by frequent subscriptions. All the time the School was justifying the effort by the quality of its results, and making for itself an increasing number of friends.

One of the first acts of the committee, after provision

for absolute necessities, was to construct a gymnasium and make arrangements for systematic physical work. They were determined that the advantage gained by the salubrity of the surroundings should not be lost for want of exercise. Under their care the lawn was graded at a great expense, and foreign and native trees set out with the design to make it a great arboretum. Cricket, a game not then known elsewhere in America, was introduced and has flourished ever since. A greenhouse and flower-garden were established and maintained for twenty years by the work of the boys. The idea that has done harm elsewhere, that schools are places for mental development only, had no foothold here; but morals, muscles, and senses received their due share of culture.

In 1845 a temporary suspension was decreed to allow the funds to accumulate, and to give time for the collection of an endowment. This suspension lasted for three years. In 1852 the Observatory was built and supplied with an $8\frac{1}{4}$ -inch equatorial and a 4-inch transit. In 1856 the School was changed to a college, and was authorized by the legislature to grant degrees; but previous to this time the course had been as extended as in most colleges. It was still hampered with a preparatory department, which was not abolished till 1861. In 1863 the Alumni Hall and Library were built. In 1876-7, Barclay Hall, containing private dormitories and study-rooms, was erected at a cost of \$82,000, which was collected by subscription. The Chemical Laboratories were improved in 1878. The new Observatory was built in 1883. The Mechanical Laboratory was established in 1884, and was provided with a new building in 1890. This was burned down in 1896, and Whitall Hall, a new three-story stone

structure, was built. The Biological Laboratory was established in 1886, and the Physical Laboratory in 1888. Chase Hall, for lectures and recitations, was built in 1888, and the Cricket Shed in 1893. The new Library Building and Alumni Hall were erected in 1898, and the first two sections of Lloyd Hall in 1899. In 1900 a large and beautiful Gymnasium was built by the alumni, at an expense of \$50,000. In 1902-3 Roberts Hall, for public lectures and College offices, was built. Various donations and bequests were received during these years, and in 1897 the Jacob P. Jones endowment, worth about a million dollars, was paid to the College.

During this time Haverford had developed into a fully organized college. Many rules, adapted to boys of boarding-school age, had been modified or abandoned, though enough of restraint was retained to provide against demoralization. The standard of admission was raised. Students of any denomination were admitted. The number of teachers was increased six-fold. The annual charge was increased from \$200 to \$500,* which still fails to represent what the College has to pay for professors' salaries and the board and care of students.

In Barclay and Lloyd Halls two students occupy a study-room, and each has his private bed-room adjoining. A few single rooms are also available. Recitation-rooms, laboratories, and the dining-room are in Founders' Hall. The library, which now contains more than 40,000 volumes, and the observatory, with valuable instruments, are located in separate buildings. Some of the profes-

* The price may vary, depending on the situation of the room from \$400 to \$575.

sors live in the halls with the students, and others have cottages on the grounds.

The College has a remarkably pleasant and healthful location in the township of Haverford, Delaware County,* Pa., nine miles west of the centre of Philadelphia, on the main line of the Pennsylvania railroad. The buildings are surrounded by grounds of about sixty acres, tastefully laid out, with a great variety of trees and shrubbery. The grounds provide excellent fields for cricket, football, golf, tennis, and other field games, a running and bicycle track, and a pond for skating.

Retaining the old idea of a "guarded education" and "a religious care over morals and manners" the College has sought to attain such ideals, and has measurably succeeded, by appeals to Christian principle and manliness, rather than by the exercise of arbitrary power.

* Haverford Post Office is in Montgomery County.

CORPORATION.

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T. WISTAR BROWN,
233 Chestnut Street, Philadelphia.

Secretary,

J. STOGDELL STOKES,
Ninth and Thompson Sts., Philadelphia.

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Professor of Mathematics.

*WILFRED P. MUSTARD, PH. D.,
Professor of Latin.

WILLIAM H. COLLINS, A. M., PREFECT,
and Director of the Observatory.

*Absent 1902-1903.

HAVERFORD COLLEGE

*HENRY S. PRATT, PH. D.,
David Scull Professor of Biology.

JAMES A. BABBITT, A. M., M. D., REGISTRAR,
and Instructor in Physical Training.

RUFUS M. JONES, A. M., LITT. D.,
Associate Professor of Philosophy.

OSCAR MARSHALL CHASE, S. M., COLLEGE SEC'Y,
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ALBERT S. BOLLES, PH. D., LL. D.,
Lecturer on Commercial Law and Banking.

DON C. BARRETT, PH. D.,
Associate Professor of Political Science.

ALBERT ELMER HANCOCK, PH. D.,
Associate Professor of English and German.

LEGH WILBER REID, PH. D.,
Associate Professor of Mathematics.

HERMAN L. EBELING, PH. D.,
Instructor in Latin.

WILLIAM WISTAR COMFORT, PH. D.,
Instructor in Romance Languages.

EDWARD RHOADS, PH. D.,
Instructor in Physics.

JOHN DARLINGTON CARTER, A. M.,
Instructor in Chemistry.

R. MYRON STRONG, PH. D.,
Instructor in Biology.

*Absent 1902-1903.

STUDENTS.

SENIOR CLASS.

Barr, Franklin Elverson,	<i>Camden, N. J.,</i>	Arts.
Bateman, Edwin Brooke,	<i>West Chester, Pa.,</i>	Science.
Cadbury, Henry Joel,	<i>Philadelphia, Pa.,</i>	Arts.
Cornman, Clarence Raymond,	<i>Merion Square, Pa.,</i>	Arts.
Davis, Charles Woodard,	<i>Aidyl, Virginia,</i>	Science.
Dominovich, Harry Anthony,	<i>Philadelphia, Pa.,</i>	Arts.
Drinker, James Blathwaite,	<i>Haverford, Pa.,</i>	Arts.
Duerr, Otto Eugene,	<i>S. Bethlehem, Pa.,</i>	Science.
Hodgson, Carey Vandervort,	<i>Wilmington, Ohio,</i>	Science.
Hoffman, Enoch Farson,	<i>Bryn Mawr, Pa.,</i>	Arts.
Hollingsworth, John Emory,	<i>New Sharon, Iowa,</i>	Arts.
Hoskins, Hervey Macy,	<i>McMinnville, Oregon,</i>	Arts.
Miller, David Blaine,	<i>Pittsburg, Pa.,</i>	Special.
Peirce, George,	<i>Philadelphia, Pa.,</i>	Arts.
Phillips, Arthur John,	<i>Woonsocket, R. I.,</i>	Arts.
Rabinowitz, Elias Nathan,	<i>Philadelphia, Pa.,</i>	Arts.
Simkin, Robert Louis,	<i>Minnewaska, N. Y.,</i>	Arts.
Swift, Willard Everett,	<i>Worcester, Mass.,</i>	Special.
Tilney, Israel Sheldon,	<i>Orange, N. J.,</i>	Arts.
Trueblood, Howard Moffitt,	<i>Richmond, Ind.,</i>	Science.
White, Irving,	<i>Lewisville, Ind.,</i>	Science.
Wilson, Samuel Norman,	<i>Oxford, Pa.,</i>	Arts.
Winslow, Fitz Randolph,	<i>Baltimore, Md.,</i>	Arts.
Worthington, Joseph Kent,	<i>Haverford, Pa.,</i>	Arts.

JUNIOR CLASS.

Bonbright, William Parker,	<i>Haverford, Pa.,</i>	Arts.
Bradley, William Summers,	<i>Philadelphia, Pa.,</i>	Special.
Brinton, Howard Haines,	<i>West Chester, Pa.,</i>	Arts.
Burgess, Daniel Lawrence,	<i>Poughkeepsie, N. Y.,</i>	Arts.

HAVERFORD COLLEGE

Clark, Joseph Woodburn,	<i>Westtown, Pa.,</i>	Science.
Crowell, Arthur,	<i>Avondale, Pa.,</i>	Mechanical Eng.
Folwell, Philip Donald,	<i>Strafford, Pa.,</i>	Science.
Haig, Chester Raymond,	<i>Merchantville, N. J.,</i>	Arts.
Helbert, George Kingman,	<i>St. Davids, Pa.,</i>	Mechanical Eng.
Hilles, William Tatum,	<i>Cincinnati, O.,</i>	Arts.
Kratz, Abel Wesley,	<i>Lansdale, Pa.,</i>	Arts.
Kimber, Wm. Marmaduke Cope,	<i>Germantown, Pa.,</i>	Arts.
Lester, Bernard,	<i>Pasadena, Cal.,</i>	Mechanical Eng.
Lowry, Robert Pharo,	<i>Philadelphia, Pa.,</i>	Science.
Megear, Thomas Jefferson,	<i>Philadelphia, Pa.,</i>	Mechanical Eng.
Morris, Charles Christopher,	<i>Villa Nova, Pa.,</i>	Science.
Morris, Harold Hollingsworth,	<i>Villa Nova, Pa.,</i>	Science.
Perkins, Lindley Murray, Jr.,	<i>Baxter Springs, Kas.,</i>	Mech. Eng.
Schabacker, Harold Messner,	<i>Erie, Pa.,</i>	Arts.
Sheldon, Carlos Noyes,	<i>Swanton, Vt.,</i>	Arts.
Stokes, James Martin,	<i>Moorestown, N. J.,</i>	Arts.
Thomas, John Roberts,	<i>Whitford, Pa.,</i>	Science.
Thorn, Henry Norman,	<i>Medford, N. J.,</i>	Arts.
West, Erwyn Porter,	<i>Philadelphia, Pa.,</i>	Mechanical Eng.
Wills, William Mintzer,	<i>East Downingtown, Pa.,</i>	Arts.
Withers, Samuel Clayton,	<i>Union Deposit, Pa.,</i>	Arts.

SOPHOMORE CLASS.

Alexander, Charles Allison,	<i>Devon, Pa.,</i>	Mechanical Eng.
Boher, Sydney Morris,	<i>Shippensburg, Pa.,</i>	Arts.
Bushnell, Charles Stone,	<i>Philadelphia, Pa.,</i>	Mechanical Eng.
Cates, Benjamin Harold,	<i>East Vassalboro, Me.,</i>	Arts.
Cookman, Harold Holmes,	<i>New York City, N. Y.,</i>	Arts.
Cox, Henry Greer,	<i>Philadelphia, Pa.,</i>	Arts.
Downing, Thomas Stalker,	<i>Wilmington, Del.,</i>	Mech. Eng.
Eshleman, Benjamin,	<i>Lancaster, Pa.,</i>	Arts.
Evans, Ernest Merwyn,	<i>Germantown, Pa.,</i>	Arts.
Fisher, Charles Worley,	<i>Philadelphia, Pa.,</i>	Arts.
Fleming, Montgomery Ward,	<i>Bellefonte, Pa.,</i>	Arts.
Hopkins, Arthur Haddon,	<i>Haddonfield, N. J.,</i>	Arts.

Jones, Harold William,	<i>South China, Me.,</i>	Arts.
Jones, Paul,	<i>Brookline, Mass.,</i>	Arts.
Lee, Charles Smith,	<i>Philadelphia, Pa.,</i>	Arts.
Morris, Joseph Howard,	<i>Bryn Mawr, Pa.,</i>	Mechanical Eng.
Murray, Effingham Cock,	<i>New York City, N. Y.,</i>	Arts.
Ohl, Frederick William,	<i>Philadelphia, Pa.,</i>	Arts.
Pearson, Ralph Lincoln,	<i>Germantown, Pa.,</i>	Special.
Peirce, Edmund Converse,	<i>Philadelphia, Pa.,</i>	Arts.
Priestman, Albert Glyndon,	<i>Germantown, Pa.,</i>	Mechanical Eng.
Ritts, Elias,	<i>Butler, Pa.,</i>	Science.
Scull, John Lawrence,	<i>Overbrook, Pa.,</i>	Mechanical Eng.
Smyth, Lindley, Jr.,	<i>Philadelphia, Pa.,</i>	Special.
Spaeth, Sigmund Gottfried,	<i>Mt. Airy, Pa.,</i>	Arts.
Stein, Herman Kroberger,	<i>Media, Pa.,</i>	Mechanical Eng.
Thomas, Howard Pitner,	<i>Kennett Square, Pa.,</i>	Mech. Eng.
Wheeler, Victor Wayne,	<i>Penn Yan, N. Y.,</i>	Arts.
Winslow, Edwards Foyssaux,	<i>Baltimore, Md.,</i>	Arts.

FRESHMAN CLASS.

Bainbridge, Edmund Fletcher,	<i>Philadelphia, Pa.,</i>	Arts.
Barr, Karl,	<i>Paris, Ill.,</i>	Arts.
Breyfogel, Frank Seneca,	<i>Reading, Pa.,</i>	Arts.
Brown, Thomas Kite, Jr.,	<i>Westtown, Pa.,</i>	Arts.
Carson, Walter,	<i>Camden, N. J.,</i>	Arts.
Cary, Richard Lucius,	<i>Baltimore, Md.,</i>	Arts.
Crowell, Thomas,	<i>Avondale, Pa.,</i>	Mechanical Eng.
Dickson, Aubrey Cowtan,	<i>Wayne, Pa.,</i>	Arts.
Doughton, H. Warrington, Jr.,	<i>Moorestown, N. J.,</i>	Arts.
Edsali, Joseph Pusey,	<i>Bryn Mawr, Pa.,</i>	Mechanical Eng.
Evans, Don. Allen Cadwalader,	<i>Chestnut Hill, Pa.,</i>	Arts.
Ewing, John Martin Sharpless,	<i>Selkirk, Manitoba, Can.,</i>	Special.
Haines, William Henry, Jr.,	<i>Germantown, Pa.,</i>	Arts.
Harvey, Thomas Parrott,	<i>Indianapolis, Ind.,</i>	Special.
Hopper, Harry Boardman,	<i>Narberth, Pa.,</i>	Mechanical Eng.
Jones, Ernest Fuller,	<i>South China, Me.,</i>	Arts.
Kennard, William, Jr.,	<i>Moorestown, N. J.,</i>	Arts.

Lowry, Arthur Tilghman,	<i>Philadelphia, Pa.,</i>	Arts.
Maloney, Andrew Jackson, Jr.,	<i>Philadelphia, Pa.,</i>	Special.
Miller, Warren Koons,	<i>Allentown, Pa.,</i>	Arts.
Monroe, James,	<i>Mt. Airy, Pa.,</i>	Arts.
Morris, Francis Bolton,	<i>Villa Nova, Pa.,</i>	Arts.
Mott, Joseph Walton,	<i>Springville, Iowa,</i>	Science.
Nauman, Spencer Gilbert,	<i>Lancaster, Pa.,</i>	Arts.
Philips, Jesse Duer,	<i>Kennett Square, Pa.,</i>	Arts.
Pleasants, Henry, Jr.,	<i>Wayne, Pa.,</i>	Arts.
Reid, David James,	<i>Merion Station, Pa.,</i>	Arts.
Richards, Elliott Bartram,	<i>Atlantic City, N. J.,</i>	Arts.
Scott, Roderick,	<i>Radnor, Pa.,</i>	Arts.
Seely, Leslie Birchard,	<i>Beach Haven, Pa.,</i>	Arts.
Shapleigh, Norwald,	<i>Philadelphia, Pa.,</i>	Special.
Sheldon, Franklin Gates,	<i>Swanton, Vt.,</i>	Arts.
Shortlidge, Raphael Johnson,	<i>West Chester, Pa.,</i>	Arts.
Smiley, Albert Keith, Jr.,	<i>Mohonk Lake, N. Y.,</i>	Arts.
Spencer, Henry George,	<i>Baltimore, Md.,</i>	Mechanical Eng.
Stratton, John Alfred,	<i>Philadelphia, Pa.,</i>	Science.
Taylor, Francis Richards,	<i>West Chester, Pa.,</i>	Arts.
Tunney, Joseph,	<i>Philadelphia, Pa.,</i>	Arts.

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ADMISSION.

Candidates for the Freshman Class are admitted on examination. No certificates are accepted.

Examinations are held twice a year, in the Sixth and Ninth months.

They will be held at the College, except in cases of distant candidates, for whom special arrangements may be made.

In 1903 the dates will be as follows :—

Sixth month 8th, and Ninth month, 21st.

9.00-10.00	{	Latin Composition
		Elementary Physics
10.00-11.30		Latin Prose Authors
11.30-12.45	{	Latin Poets
		English History
1.30 - 3.00		Algebra
3.00 - 4.30		Plane Geometry
4.30 - 5.30	{	Greek Composition
		Solid Geometry

Sixth month 9th and Ninth month 22nd.

9.00-11.15	{	Greek Authors
		French
11.15-12.45		English
1.30 - 3.30		German
3.30 - 4.30	{	Greek History
		U. S. History
4.30 - 5.30		Roman History

A candidate may pass a preliminary examination in some of his studies, and be examined in the remaining studies in a subsequent year. A certificate will be given

for the studies passed. No student will be admitted to a preliminary examination without a certificate from his teacher, specifying the subjects in which he is prepared.

The examinations of the College Entrance Examination Board of the Middle States and Maryland will be accepted in place of corresponding Haverford examinations.

Candidates for Corporation scholarships (see page 60) must take all of their examinations not later than the Sixth month of the year of entry. Such candidates should announce their intention at least two weeks before the time of examination.

SUBJECTS FOR EXAMINATION.

For all Candidates :

ENGLISH.*

I. *Reading*. — Certain books are selected for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number set before him in the examination paper. The treatment of these topics should show the candidate's power of clear and accurate expression, and will call only for a general knowledge of the substance of the books.

The books selected for this part of the examination will be, in 1903-4-5 : Shakspeare's *Merchant of Venice* and *Julius Cæsar*; The *Sir Roger de Coverley Papers* in the

* NOTE—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division of paragraphs.

Spectator ; Goldsmith's *Vicar of Wakefield* ; Coleridge's *Ancient Mariner* ; Scott's *Ivanhoe* ; Carlyle's *Essay on Burns* ; Tennyson's *Princess* ; Lowell's *Vision of Sir Launfal* ; George Eliot's *Silas Marner*.

II. *Study and Practice*.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon the subject-matter, style, and construction.

The books selected for this part of the examination will be, in 1903-4-5 : Shakspeare's *Macbeth* ; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas* ; Burke's speech on *Conciliation with America* ; Macaulay's essays on *Addison* and *Milton*.

MATHEMATICS.—Algebra, including quadratic equations and radicals ; plane geometry. Solid geometry will be required of all students not presenting Greek.

SCIENCE.—Elementary physics will be required of all students presenting neither Greek nor Latin.

HISTORY.—Any two of the following may be offered, except that candidates presenting the Greek language must also offer Greek history, and candidates presenting Latin, Roman history.

1. Greek History to the death of Alexander.
2. Roman History to the death of Marcus Aurelius.
3. English History.
4. American History, including the periods of discovery and colonization.

THE FOLLOWING LANGUAGES :*

GREEK.—(a) Xenophon, the *Anabasis*, Books I-IV ; Homer, the *Iliad*, Books I-III, omitting the Catalogue of Ships. The examination will be designed to test the candidate's knowledge of grammatical forms and constructions, and his ability to translate into idiomatic English. (b) The translation at sight of simple Attic prose. (c) The translation into Greek of a simple English passage, based upon some portion of the Xenophon prescribed.

LATIN.—(a) Cæsar, the *Gallic War*, Books I-IV ; Cicero, the speech on the *Manilian Law*, the four against Catiline, and the speech for Archias ; Virgil, the *Æneid*, Books I-VI. The examination will be designed to test the candidate's knowledge of grammatical forms and constructions, and his ability to translate into idiomatic English. (b) The translation at sight of simple Latin prose or verse. (c) The translation into Latin of a simple English passage, based upon some portion of the Cicero or Caesar prescribed.

GERMAN.—(a) The translation at sight of ordinary German prose. The passages set for translation must be rendered into correct, idiomatic English. (b) The translation into German of simple English sentences or of easy, connected prose, to test the candidate's familiarity

* NOTE.—Latin with Greek or German or French will be required of all candidates for the degree of Bachelor of Arts. German and French will be required for admission to the course in General Science, and Latin, German or French to the courses in Engineering and Chemistry.

with the grammar. Proficiency in grammar may also be tested by direct questions.

The passages set for translation into English will be suited to the proficiency of candidates who have read not less than three hundred pages (including class sight readings) from the works of at least three different authors. Suggestions as to authors or books will be given if desired.

FRENCH.—(a) The translation at sight of ordinary nineteenth century French. The passages set for translation must be rendered into correct, idiomatic English. (b) The translation into French of simple English sentences or of easy, connected prose, to test the candidate's familiarity with the grammar. Proficiency in grammar may also be tested by direct questions.

The passages set for translation into English will be suited to the proficiency of candidates who have read not less than three hundred pages (including class sight readings) from the works of at least three different authors. Suggestions as to authors or books will be given if desired.

Equivalents will be accepted in all the linguistic requirements.

Students not able to pass all of the examinations may be admitted with a few conditions.

Students not candidates for a degree may, at the discretion of the Faculty, be permitted to pursue special courses, for proficiency in which certificates may be granted; but this permission will be given only to students of ability and character sufficient to insure their success.

Candidates may be admitted to advanced classes if found proficient in all the preliminary studies of the course. Each case will be considered on its own merits.

Every candidate must forward, together with his application, a certificate of good moral character from his last teacher ; and students from other colleges must present certificates of honorable dismissal.

COURSES OF INSTRUCTION.

I. COURSE IN ARTS *leading to the degree of Bachelor of Arts.*—For admission Latin is required with either Greek or German or French, and the two languages presented must be continued for two years. All courses given in any department are open as electives during the last two years on compliance with the necessary preliminaries.

II. COURSE IN SCIENCE *leading to the degree of Bachelor of Science.* This is divided into four sections :

a. Course in General Science.—German and French are required for admission, and are continued for at least two years. The elective list is practically the same as in the course in arts.

b. Course in Mechanical Engineering.—Either German or French is required for admission. This course consists largely of mathematics, applied science, and work in the shop and drawing room.

c. Course in Electricity.—The conditions of admission are the same as in *b*, but electricity is substituted for the special mechanical work in the last two years.

d. Chemical and Preparatory Medical Course.—This course has the double purpose of training specialists in

chemistry and of preparing students to enter medical schools. The latter object can also be obtained by proper elections in the courses in Arts and General Science.

COURSE LEADING TO THE DEGREE OF BACHELOR OF ARTS.

In laboratory and gymnasium work two and one-half hours must be taken for each hour given below.

FRESHMEN.	Hours per Week.
Greek I, or German II, or French II.....	4
Latin I.....	4
English I a, I b, II.....	3
Mathematics I a, I b.....	4
History I.....	2
Biblical Literature IV.....	1
Physiology and Physical Training.....	2

SOPHOMORES.	Hours per Week.	
	First Half Year.	Second Half Year.
Greek II, or German V, or French III..	3	3
Latin II.....	3	3
English III.....	2	1
*Mathematics II a, II b, or Chemistry I.....	4	4
*Physics I, or Biology II.....	4	3
Government I.....		2
Biblical Literature II, or IV.....	1	1
Physical Training.....	1½	1½

JUNIORS.	Hours per Week.
Greek or Latin or Mathematics.....	3
English IV or V.....	1
Economics I.....	2
Psychology I.....	2
Biblical Literature II, III, IV or V.....	1
Electives.....	7

SENIORS.	Hours per Week.
English IV or V.....	1
Philosophy X a and X b.....	2
Biblical Literature II, III, IV or V.....	1
Electives.....	12

* In place of either of these groups students who take both Greek and Latin may elect four hours of advanced Greek or Latin, or German II, or French II.

COURSES LEADING TO THE DEGREE OF BACHELOR OF SCIENCE.

GENERAL SCIENCE	MECHANICAL	ELECTRICAL	CHEMICAL AND PREPARATORY MEDICAL
Biblical Lit. IV.....*1	Biblical Lit. IV.....*1	Biblical Lit. IV.....*1	Biblical Lit. IV.....*1
English Ia, Ib, II.....3	English Ia, Ib, II.....3	English Ia, Ib, II.....3	English Ia, Ib, II.....3
History I.....2	History I.....2	History I.....2	History I.....2
Mathematics Ia, Ib....4	Mathematics Ia, Ib....4	Mathematics Ia, Ib....4	Mathematics Ia, Ib....4
German II.....4	German II.....4	German II.....4	Latin I or German II
French II.....4	or French II.....4	or French II.....4	or French II.....4
	Shopwork	Shopwork	
	and Drawing.....4	and Drawing.....4	Chemistry I.....4
Biology I and	Biology I and	Biology I and	Biology I and
Physical Training.....2	Physical Training...2	Physical Training...2	Physical Training...2
Biblical Lit. IV.....1	Biblical Lit. IV.....1	Biblical Lit. IV.....1	Biblical Lit. IV.....1
English III.....2	English III.....2	English III.....2	English III.....2
Mathematics IIa, IIb	Mathematics IIa, IIb 4,4	Mathematics IIa, IIb 4,3	
or Chemistry I.....4			
Physics I, or	Physics I.....4, 3	Physics I.....4, 3	Biology II.....4, 3
Biology II.....4	German V	German V	Analytical Chem.....4, 4
German V.....3	or French III.....3	or French III.....3	Latin II, or German
French III.....3	Government I.....2	Government I.....2	V or French III...3, 3
Government I.....2	Shopwork	Shopwork	
	and Drawing.....4, 4	and Drawing.....4, 4	Physics I.....4, 4
Physical Train...1½, 1½	Physical Train...1½, 1½	Physical Train...1½, 1½	Physical Train...1½, 1½

FRESHMEN

SOPHOMORES

JUNIORS		SENIORS	
Biblical Lit. IV or V.. 1	Biblical Lit. IV or V.. 1	Biblical Lit. IV or V.. 1	Biblical Lit. IV or V.. 1
Economics I..... 2			
Philosophy I..... 2			
English IV or V..... 1	English IV or V..... 1	English IV or V..... 1	English IV or V..... 1
Natural or Physical Science or Math..... 6	Math. IIIa, IIIb..... 3	Math. IIIa, IIIb..... 3	German I..... 3
	Engineering I or II... 2	Engineering I or II... 2	or French I..... 3
	Shopwork and Drawing..... 4	Electricity..... 4	Organic Chemistry... 2
			Analytical Chemistry or Biology or Physics..... 6
Electives..... 4	Chemistry I..... 4	Chemistry I..... 4	Electives..... 3
	Electives..... 4	Electives..... 2	
Biblical Lit. IV or V.. 1	Biblical Lit. IV or V.. 1	Biblical Lit. IV or V.. 1	Biblical Lit. IV or V.. 1
English IV or V..... 1	English IV or V..... 1	English IV or V..... 1	English IV or V..... 1
Philosophy X..... 2	Philosophy X..... 2	Philosophy X..... 2	Philosophy X..... 2
	Mathematics IV..... 3	Mathematics IV..... 3	German II..... 4
	Engineering I or II... 2	Electricity..... 4	or French II..... 4
	Shopwork and Drawing..... 4	Physics..... 4	
		or Chemistry..... 2	Analytical Chemistry or Biology or Physics..... 7
Electives..... 12	Electives..... 3	Electives..... 3	Electives..... 3

* Figures in these columns indicate hours per week. In laboratory, gymnasium and shop work, two and one-half hours must be taken for each hour here indicated. The double figures in the Sophomore year indicate the two half years.

GREEK.

Greek I and II are required, respectively, of Freshmen and Sophomores who present Greek for admission.

Courses III, IV, and V are elective for Seniors and Juniors.

I. Lysias, *Select Orations*; Homer, *Odyssey*, Books I-XII. Sight reading. Greek composition.

[Professor Gifford 4.]

II. Plato, *Apology*, *Crito*, and selections from *Phædo*. Sight reading; Xenophon, *Memorabilia*; Aeschylus, *Prometheus*; Euripides, *Alcestis*.

[Professor Gifford 3.]

III. Sophocles, *Antigone*, *Œdipus Tyrannus*; Euripides, *Medea*; Aristophanes, *Frogs*. Study of other plays in English translations.

[Professor Gifford 3.]

IV. *a.* Plato, *Gorgias* with selections from other dialogues; *b.* Demosthenes, *De Corona*.

[Professor Gifford 3.]

V. *a.* Aeschylus, *Agamemnon*; *b.* Pindar, *Olympian Odes*; *c.* History of Lyric Poetry with illustrative reading.

[Professor Gifford 3.]

BIBLICAL LITERATURE.

II. *Greek Testament*. Interpretation of the Pauline Epistles. This course is continued through three years, and is required of all Sophomores, Juniors and Seniors who present Greek for admission. [Professor Gifford 1.]

III. *Greek Testament*. Critical study of the text of the Pauline Epistles. Elective for Seniors and Juniors.

[Professor Gifford 1.]

LATIN.

Latin I and II are required, respectively, of Freshmen and Sophomores who present Latin for admission.

Courses III, IV, V, and VI are elective for Seniors and Juniors.

I. Cicero, *De Senectute* and *De Amicitia*; Virgil, *Aeneid* VIII. Livy, Books I-II. Translation at sight. Prose composition. [Dr. Ebeling 4.]

II. Tacitus, *Germania* and *Agricola*; Pliny, selected letters; Horace, *Odes*. Translation at sight. [Dr. Ebeling 3.]

III. The principal Satires of Juvenal; the principal Satires and Epistles of Horace; selections from Lucretius; Cicero, *Tusculan Disputations*, Book I. Translation at sight. [Dr. Ebeling 3.]

IV. Virgil, *Georgics*, Books I-II; Catullus; Terence, *Adelphoe*; Plautus, *Captivi*; Selections from the Roman Elegiac Poets. Translation at sight. [Dr. Ebeling 3.]

V. Tacitus, *Annals*, Books I-VI; Quintilian, *Institutio Oratoria*, Book X; Petronius, *Cena Trimalchionis*; Merivale's *History of the Romans under the Empire*, Vols. IV-V; Giles' *Manual of Comparative Philology*. Translation at sight. [Dr. Ebeling 3.]

VI. Advanced Latin Composition. [Dr. Ebeling 1.]

ENGLISH LANGUAGE AND LITERATURE.

English Ia, Ib, and II are required of all Freshmen; English III of all Sophomores, and English IV of all

Seniors and Juniors except those electing English V. The other courses are elective for Seniors and Juniors. No student will be graduated who cannot write a creditable extemporaneous style.

Ia. *Freshman English*. Hill's *Rhetoric*; Genung's *Handbook of Rhetorical Analysis*. Exercises and discussions in syntax. Extemporaneous speeches. First half year. [Professor Hancock 2.]

Ib. *American Literature*. A brief historical and critical survey of American letters. Wendell's *Literary History of America*. Collateral readings. Weekly themes. Second half year. [Professor Hancock 2.]

II. *Freshman English Literature*. Lectures on the foundations of English literature, and on its development down to the time of Shakspeare. Readings and reports. [Professor Gummere 1.]

III. *Sophomore English*. Lectures on rhetoric and the masters of English style. Readings from selected authors. Weekly themes. Extemporaneous speeches. [Professor Hancock 2 first-half ; 1 second.]

IV. *Senior and Junior Essays*. Five essays during the year on a selected subject. These are read and criticized by the instructor in conference with the student. [Professor Hancock 1.]

V. *Advanced Themes*. Lectures on the principles of literary art and method. Constant practice in the various forms of composition. [Professor Hancock 1.]

VI. *Forensics*. Advanced work in extemporaneous speaking. Occasional addresses and debates. Readings in the British and the Americans orators.

[Professor Hancock 1.]

VII. *Early English.* Bright's *Anglo-Saxon Reader*.
Elene. Béowulf. [Professor Gummere 2.]

VIII. *Middle English.* English literature in the
thirteenth and the fourteenth centuries. Chaucer's
Canterbury Tales. English and Scottish ballads. Lectures
and readings. [Professor Gummere 2.]

IX. *Elizabethan Literature.* The plays of Shakspeare.
Lectures and readings. [Professor Gummere 2.]

X. *English Literature of the Seventeenth Century.*
Milton. Lectures and Readings.
[Professor Gummere 1.]

XI. *Modern English Prose Writers.* I. The eight-
teenth century authors: Steele, Addison, Defoe, Swift,
Pope, Johnson, Goldsmith, Burke and some minor
writers. II. The nineteenth century prose masters:
DeQuincey, Carlyle, Arnold, Newman, Ruskin,
Thackeray, Dickens, George Eliot. Lectures and colla-
teral readings. [Professor Hancock 2.]

XII. *English Poetry of the Nineteenth Century.*
Lectures on the poets of this period. First half-year.
The Romantic Poets: Burns, Coleridge, Wordsworth,
Shelley, Byron, Keats. Second half year. The Victorian
Poets: Arnold, Clough, Tennyson, Browning, Swinburne.
Collateral readings. [Professor Hancock 2.]

GERMAN.

German II is required of all Freshmen, and German V
of all Sophomores who present German for admission.

I. *Beginner's German.* German grammar and reading

exercises. Thomas's *German Grammar*; Guerber's *Märchen und Erzählungen*; Heyse's *L'Arrubbiata*; Sturm's *Immensee*; Hauff's *Karawane*.

[J. D. Carter 3.]

II. *Second Year German*. A course in rapid reading of representative German writers. Baumbach's *Im Zwieliht*; Lessing's *Minna von Barnhelm*; Schiller's *Wilhelm Tell*; Goethe's *Hermann und Dorothea*, *Götz von Berlichingen* and *Sesenheim*; Heine's *Buch der Lieder*; Bürger's *Lenore*. Practice in sight-reading. In addition the members will read outside of the class Hauff's *Das kalte Herz*, Sudermann's *Frau Sorge*, von Scheffel's *Trompeter von Säckingen*, Fouqué's *Undine*.

[Professor Hancock 4.]

III. *German Prose Composition*.

[Professor Gummere 2.]

IV. *Scientific German*. [Professor Gummere 2.]

V. *German Literature*. Goethe's *Faust* and *Iphigenie*; Schiller's *Wallenstein*. Selections from classic authors. Readings. [Professor Gummere 3.]

VI. *Middle High German*. Paul's *Mittelhochdeutsche Grammatik*; *Das Nibelungenlied*; poems of Walther von der Vogelweide. [Professor Gummere 2.]

FRENCH.

French II is required of all Freshmen and French III of all Sophomores who present French for admission. French I, IV, and V are elective courses for Juniors and Seniors.

I. *Beginner's French*. A course to give the student a

knowledge of elementary grammar and a fair reading knowledge of the language. The following books will be used : Fraser and Squair, *French Grammar*; Halévy, *L'Abbé Constantin*; Mérimée, *Colomba*; Labiche, *Le Voyage de Monsieur Perrichon*; Molière, *Le Bourgeois Gentilhomme*. [Dr. Comfort 3.]

II. *Second Year French*. The object of this course is to give the student a more exact knowledge of the language, and also to make him acquainted with a few specimens of the works of some of the standard French writers. Special attention will be given to composition and to sight-reading. The following books will be used : Fraser and Squair, *French Grammar*; Lamartine, *Graziella*; Loti, *Pêcheur d'Islande*; Daudet, *Contes*; Corneille, *Le Cid*; Molière, *L'Avare*; La Fontaine, *Fables*; Hugo, *Hernani*; Super, *Readings from French History*. [Dr. Comfort 4.]

III. A course to afford the student an opportunity to become acquainted with a large number of universally recognized literary masterpieces that France has produced since the sixteenth century, and also to form some idea of the general development of French literature from its beginnings to the present day. A large amount of outside reading will be done. The following books will be used : Corneille, *Polyeucte*; Racine, *Phèdre*; Molière, *Les Précieuses ridicules*, *Le Misanthrope*, *Le Tartuffe*; Bossuet, *Oraison funèbre d'Henriette d'Angleterre*; Regnard, *Le Joueur*; Voltaire, *Zaïre*; Marivaux, *Le Jeu de l'amour et du hasard*; Beaumarchais, *Le Barbier de Séville*; Hugo, *Poésies*, *Les Misérables*; Lamartine, *Poésies*; A. de Musset, *Poésies*; Balzac, *Eugénie Grandet*; Daudet, *Tartarin de Tarascon*; Augier, *Le Gendre de Monsieur Poirier*. In connection with the above, the students will be required

to read Petit de Julleville's *Leçons de littérature française*, or Duval's *Histoire de la littérature française*.

[Dr. Comfort 3.]

IV. A lecture course treating the history of French literature from its origins to the present time. Especial attention is directed to the study of literary tendencies, the development of the national spirit, and the relations of the literature of France to that of other nations. A large amount of outside reading, requiring occasional written reports, is called for. This course is opened only to those students who have passed creditably in French III.

[Dr. Comfort 2.]

V. A course in French conversation and advanced composition. Its object is to introduce the student to a practical knowledge of the spoken language and its idioms. The work outside of the class will consist in writing connected French prose, and in preparing to take part intelligently in the discussion of some topic previously announced. This course may be elected only after consultation with the instructor.

[Dr. Comfort 2.]

SPANISH.

I. An elementary course intended for those who wish the essentials of the Spanish language either for a business career or for literary work. After having mastered the principles of Spanish grammar the class will read such books as Padre Isla's *Gil Blas de Santillana*; Galdós' *Doña Perfecta*; Alarcón's *El Capitán Veneno*; Echegaray's *O' Locura o' Santidad*.

[Dr. Comfort 3.]

ITALIAN.

I. An elementary course for those who wish to obtain a reading knowledge of Italian. After the essentials of Italian grammar have been mastered certain books chosen from the classic and modern writers will be read.

[Dr. Comfort 3.]

MATHEMATICS.

The courses in mathematics are arranged as far as possible to suit the needs of those students who (1) take them as part of their required Freshmen and Sophomore work, and do not intend to proceed further in mathematics, (2) elect them as a minor subject and take either physics, engineering, or astronomy as a major subject, (3) take them as part of the required work of the Engineering course, or (4) elect them as a major subject.

Courses I, II, III, IV are given every year and XIII in alternate years. The electives to be offered in any one year will be such as the needs of the department may require. Courses on certain subjects other than those given below may be arranged by consultation either for undergraduates or graduates.

In the Library will be found some of the principal journals, treatises, and collected works. There are also libraries near by where other works and journals may be consulted. In one of the lecture rooms is a collection of mathematical models.

Courses Ia. and Ib. are required of all Freshmen. Courses IIa. and IIb. are Sophomore courses.

Ia. *Algebra*, including the progressions, permutations and combinations, theory of quadratic equations, the binomial theorem, logarithms and the exponential, convergence and divergence of series, undetermined coefficients, partial fractions. Fine, *College Algebra*. Half-year. [Professor Reid 4.]

Ib. *Plane Trigonometry*, including the solution of triangles. Lyman and Goddard, *Plane Trigonometry*, *Solid Geometry*, and the geometry of the curves of the second degree. Cockshott & Walters, *Geometrical Treatise on Conics*. *Elements of the Theory of Equations*. Half-year. [Professor Reid 4.]

IIa. *Plane Analytic Geometry*, including that of the curves of the second degree. Tanner and Allen, *Analytic Geometry*. Half-year. [Professor Brown 4.]

IIb. *Differential Calculus*. McMahon and Snyder, *Differential Calculus*. Half-year. [Professor Brown 4.]

IIIa. *Integral Calculus*. Murray, *Integral Calculus*. Half-year. [Professor Reid 3.]

IIIb. *Integral Calculus continued*. *Analytic Geometry of Three Dimensions*, the plane, straight line and quadric surface. Half-year. [Professor Reid 3.]

Courses IIIa, IIIb, are required of Engineering students in their Junior year, and should, in general, be taken by students electing mathematics in the Junior year.

IV. *Introduction to Analytical Mechanics*; including the earlier parts of dynamics and statics, the motion of a particle under any forces, and the principal theorems in

attractions and potential. This course is required of Engineering students in their Senior year.

[Professor Brown 3.]

V. *Introduction to Modern Analytical Geometry.* Half-year. [Professor Reid 2.]

VI. *Introduction to the Theory of Functions.* Prerequisite, IIIa. [Professor Brown or Professor Reid 3.]

VII. *Differential Equations.* The subject will be treated on lines similar to those of Forsyth's text-book. Prerequisite, IIIa. Half-year. [Professor Brown 2.]

VIII. *Theory of Equations.* Burnside and Panton, *Theory of Equations.* Half-year. [Professor Reid 2.]

IX. *Advanced Algebra.* The following topics will in general be discussed: rational functions, determinants, symmetric functions, invariants, groups, and the Galois theory of algebraic equations. Weber, *Algebra.* Half-year. [Professor Reid 3.]

X. *Analytic Geometry of Three Dimensions.* Theory of surfaces and curves in space. C. Smith, *Solid Geometry.* Half-year. [Professor Reid 2.]

XI. *Fourier Series and Spherical Harmonics*; including some of the simpler applications to physical problems. Half-year. [Professor Brown 3.]

XII. *Elements of the Theory of Algebraic Numbers.* [Professor Reid 2.]

XIII. *Theoretical Dynamics.* Prerequisites, IIIa, IIIb, IV. Half-year. [Professor Brown 3.]

XIV. *Descriptive Geometry.* This course is required of Engineering students and is given in the first half of alternate years. Half-year. [Professor Reid 2.]

XV. *Natural Philosophy.* Thompson and Tait. Half-year. [Professor Brown 2.]

HISTORY.

History I is required of all Freshmen. The other courses are elective for Seniors and Juniors.

I. *History of England.* A general survey of the history of England, dealing briefly with the period preceding 1485. Emphasis is laid upon the political and constitutional phases of development. Brief written tests are given fortnightly on lectures and reading.

[Professor Barrett 2.]

II. *American History.* Colonial History to 1783.

[Professor Thomas 3.]

III. *American History.* Constitutional and political history of the United States from 1783 to 1870.

[Professor Thomas 3.]

Courses II and III are given in alternate years.

They are intended to show historical development, the relation of cause and effect, and to awaken in the students a consciousness of historic proportion, and a sound critical sense. The instruction consists chiefly of lectures, with required private reading, consultation of authorities, frequent reports in the lecture room on special reading, and occasional essays on assigned topics. The College Library is well supplied with reference books and historical literature.

IV. *Medieval History.* This course opens with a survey of the civilization of Europe at the beginning of the Middle Ages, and is followed by a description of the principal currents that flowed through that period—the decline of the Roman Empire; the Gothic invasion; the

rise and fall of the Arabian civilization ; the rise and decline of Charlemagne's empire ; Feudalism ; the Crusades ; the conflict between the Empire and the Papacy ; the Reformation. [Dr. Bolles 2.]

POLITICAL SCIENCE.

Economics I is required of all Juniors in the Arts and General Science courses. Government I is required of all Sophomores during the second half-year. The other courses in Political Science are elective for Seniors and Juniors.

A. ECONOMICS.

I. *Outlines of Economics.* A general introduction to the subject. The greater part of the year is taken up with a study of the principles of the science based upon Bullock's *Introduction to the Study of Economics*, portions of Hadley's *Economics*, and other general books. The latter part of the course is devoted to applications of economic principles. [Professor Barrett 2.]

II. *Economic History of the United States.* A general survey since 1750. A study is made of the important factors in our social, industrial, commercial, and economic life leading up to our present economic status. Among the subjects to be considered are : colonial conditions before and after the Revolution ; the tariff policy and the growth of industries ; the development of transportation facilities with special reference to the history and problems of railway and shipping ; important measures in our financial history ; immigration ; the present

condition of the negro. This course may be taken with Economics I. [Professor Barrett 2.]

III. *Economic Problems.* The labor problem, socialism, and monopolies. A study is made of the factory system, labor organizations, labor legislation, courts of arbitration, etc. The history of socialism and the aims and methods of socialistic organizations are investigated. The growth of industrial combinations, as affecting labor, capital, public control and management, is considered. The three topics of this course will be treated, but each year especial emphasis will be given to some one of them. Half-year. [Professor Barrett 3.]

IV. *Money.* The ways and means of making payments and the effects produced by them upon prices, trade and industry. A study is made of the principles of money; bank-credit and its uses in the form of deposits and different systems of bank-note issues; paper money and the problems connected with the suspension of specie payment in the United States from 1861 to 1879, and commercial crises. Conditions in the United States receive special attention. This course may be taken profitably with Economics VI. Half-year.

[Professor Barrett 3.]

V. *Commercial Law.* An exposition of the leading principles of the law relating to contracts; who can make them; what assent is needful; what consideration is required; how interpreted and enforced. Also the law relating to particular subjects: sales, carriage of goods and passengers, agency, partnership, negotiable paper, checks, guaranty, surety, payments, interest, shipping, insurance, deeds and loans, and corporations. Half-year. [Dr. Bolles 2.]

VI. *Banking.* The practice and most important legal principles of banking ; the methods of raising the capital ; modes of organizing national and state banks, savings banks, trust and finance companies ; the resources of a bank, and the modes of lending them ; the duties of its directors, president, cashier, tellers, bookkeepers and other officials ; public and private examinations and audits. The same method is pursued with respect to national and state banks, trusts and finance companies. This course may be taken profitably with Economics IV. Half-year. [Dr. Bolles 2.]

B. GOVERNMENT.

I. *Constitutional Government.* A course dealing with the elementary principles of government and with the actual working of the governments of the United States and England. Large portions of Bryce's *American Commonwealth* are read and discussed by the class. Assigned readings on the English constitution are required. The work is supplemented by informal lectures. Half-year. [Professor Barrett 2.]

II. *Expenditure and Revenue.* A description of the mode of expending and collecting the revenues of the national and state governments. The functions of government are briefly set forth and expenditures are classified. The mode of making expenditures by the different department of the national government are then given, followed by a description of the bills appropriating money. The different kinds of taxes are next considered, the principles on which the laws are based, and the modes of administering them. The expenditures and revenues of the state are treated in the same manner. [Dr. Bolles 1.]

BIBLICAL LITERATURE AND PHILOSOPHY.

A. BIBLICAL LITERATURE.

I. *Elementary Hebrew.*

II. *Greek Testament.* Interpretation of the Pauline Epistles. This course is continued through three years, and is required of all Sophomores, Juniors and Seniors who present Greek for admission.

[Professor Gifford 1.]

III. *Greek Testament.* Critical study of the text of the Pauline Epistles. Elective for Seniors and Juniors.

[Professor Gifford 1.]

IV. *Biblical Literature in English.* This course extends through four years, and consists of a survey of the history and literature of the Bible in English from the beginnings of Hebrew history down to the close of the Apostolic age. The history and literature are brought, as far as possible, into chronological connection. As introductory to the entire course, a part of the first year is devoted to a consideration of such subjects as the Canon of the Old and New Testaments, the Translations of the Bible, and the History and Method of the Modern Study of the Bible.

[Professor Jones 1.]

V. *English Testament.* Study of the life and writings of Paul.

[Professor Gifford 1.]

Course IV is required of all Freshmen, and of those members of the Sophomore class who have not studied Greek. Course IV or V is required of all Juniors and Seniors who have not studied Greek.

VI. *The Literary Study of the English Bible.*

[Professor Gummere 2.]

B. PHILOSOPHY.

VI. *Psychology*. A course in general psychology. James' *Psychology* (briefer course) is used as a text book, supplemented by lectures. A short series of lectures is also given on logic. [Professor Jones 2.]

VII. *Interpretation of the New Testament*. This course is devoted to a search for the original message of Christianity as expressed by the writers of the Gospels and Epistles. It consists of lectures, reference reading, and theses. The work is all done in English. First half-year.

[Professor Jones 2.]

VIII. *Development of Christian Thought*. An examination of the great types of religious thought which have prevailed at different epochs in the history of the Church, such as the Alexandrian conception of Christianity, the Latin, the Calvinistic, and the Quaker conception. Lectures, readings, and theses. Second half-year.

[Professor Jones 2.]

IX. *History of Philosophy*. The chief systems of philosophy from the earliest period down to modern times. The development of theories of idealism receives especial attention. The text books required are Weber's *History of Philosophy*, and Royce's *Spirit of Modern Philosophy*, with other reference reading. Lectures, discussions, and theses. [Professor Jones 2.]

Xa. *Ethics*. The important ethical theories are studied historically with a view of discovering a satisfactory criterion or basis of moral action. Each student is expected to make an exposition of some one representative system. The text-book is Muirhead's *Elements of Ethics*. Lectures and theses. Half-year. [Professor Jones 2.]

Xb. *Ethics*. This course considers current problems

of practical ethics and sociology, such as politics, temperance, war, charity and prison administration, the labor question, etc., on their moral side. Half-year.

[President Sharpless 2.]

ASTRONOMY.

The Haverford observatory affords students the means of becoming familiar with the use of astronomical instruments, and of acquiring, from actual observation, a practical acquaintance with astronomy.

It contains two equatorial telescopes, one by Clark, having an object-glass 10 inches in diameter, and one with an object-glass of $8\frac{1}{4}$ inches, with filar micrometer and eye pieces; a polarizing eye-piece; a Newtonian reflector, with a silver-on-glass speculum of $8\frac{1}{4}$ inches diameter; a prism spectroscope; a meridian transit circle having a telescope of $3\frac{3}{4}$ inches aperture, with a circle at each end of the axis 26 inches in diameter; a zenith instrument of $1\frac{3}{4}$ inches aperture, with a micrometer; two sidereal clocks, one with mercurial compensation, the other used to connect with a Bond's magnetic chronograph.

The latitude of the observatory is $40^{\circ} 0' 40''$ north; its longitude, 6 minutes 59.4 seconds east from Washington.

A special course in astronomy is offered to amateurs and teachers. The requisites for the course and the fees charged will depend on the work which the applicant desires.

I. Descriptive Astronomy. Half-year.

[W. H. Collins 3.]

II. Practical Astronomy.

[W. H. Collins 2.]

BIOLOGY.

The biological laboratory is a large, well-lighted room, which is amply equipped with microscopes, reagents, and all other necessary apparatus and appliances. It also contains about two hundred biological works and zoological, anatomical, and botanical charts.

The courses of the department are arranged so that students intending to study medicine may have every facility for preparation. Graduates who have completed the Preparatory Medical Course are admitted without examination to all medical schools, and to the second year of certain ones.

Course I is required of all Freshmen through the first quarter. Course II, or Physics I, is required of all Sophomores in the Arts and Science courses.

I. *Elementary Physiology and Hygiene.* This course is preparatory to the general physical training required by the College, and includes general physiology, hygiene, a brief review of human anatomy, and lectures on first aid to the injured. First quarter. [Dr. Babbitt 2.]

II. *Elementary Biology.* The lectures of this course are devoted to a discussion of the fundamental principles of the structure and life-processes of animals and plants, and also to some of the more important questions relating to their origin and evolution. The laboratory periods are devoted to the practical study and dissection of typical representatives of some of the greater groups of animals and plants. Many field excursions are taken in order to study animals and plants in their natural environment. [Dr. Strong 4 first-half ; 3 second.]

Courses III to VII, inclusive, are elective, but must, with the exception of course VII, be preceded by course II.

III. *Comparative Anatomy of Vertebrates*. One lecture and two laboratory periods a week. The laboratory work of this course includes the dissection and study of a cartilagenous and a bony fish, an amphibian, a reptile, and a mammal. [Dr. Strong 3.]

IV. *Morphology of Invertebrates*. This course is intended for those who may wish to make a more extended study of invertebrates than was possible in Course II.

[Dr. Strong 1 or more.]

Va. *Histology of Vertebrates*. One lecture and two laboratory periods a week. The laboratory work of this course includes a microscopical study of vertebrate tissues. The student also learns the methods of microscopical technique, the preparation of the more important reagents, the use of the microtome, etc., and he prepares or obtains about one hundred stained and mounted tissues. First half-year. [Dr. Strong 3.]

Vb. *Embryology of Vertebrates*. One lecture and two laboratory periods a week. The laboratory work of this course is devoted to the study of the embryology of the chick and of the frog. Second half-year.

[Dr. Strong 3.]

Course III is given in alternate years with courses Va and Vb.

VI. *General Botany*. One lecture and one laboratory period a week. The laboratory work of this course consists of the dissection and structural study of typical representatives of the principal groups of plants.

[Dr. Strong 2.]

VII. *Evolution and Heredity.* Lectures.

[Dr. Strong 1.]

Courses VI and VII are given in alternate years.

VIII. *Human Anatomy.* A general course in Anatomy intended especially for preparatory medical students and prospective teachers of physical training. The department is equipped with a skeleton, dissectible manikin, enlarged models of the eye, ear, throat and heart, and numerous charts to aid in practical work. A complete set of individual bones, including a disarticulated skull, affords opportunity for the study of osteology. The outline includes a study of the brain and spinal cord, and, as far as time permits, a study of the eye, the ear, and the throat. The course is supplemented by attendance upon medical clinics and occasional visits to the anatomical museums of the city.

[Dr. Babbitt 2.]

IX. *Applied Anatomy and Physiology.* A course offering special work in preparation for the teaching of physical training. It may be combined with courses VIII and X.

[Dr. Babbitt 2.]

X. *Advanced Physiology.* While primarily intended to fill the requirements of the Preparatory Medical Course, this course is made general and is open to all Juniors and Seniors. It consists of one hour of recitation and one laboratory period a week. Suitable apparatus is provided for practical and experimental work upon muscle and nerve preparations; examination and tests of blood and secretions; production of artificial digestion; functional study of the heart, general circulation, special senses, etc. This course may be modified to suit the needs of the course in normal physical training.

[Dr. Babbitt 2.]

CHEMISTRY.

The large chemical laboratory affords opportunity for elementary or advanced special work, with ample facilities for its prosecution. The professor and his assistant are in constant attendance. The laboratory work comprises elementary experiments in general chemistry; the preparation of a number of pure compounds; qualitative and quantitative analysis; and experimental work illustrating chemical laws and theories. Chemistry I, or Mathematics II*a*, or II*b*, is required of all Sophomores in the Arts and General Science courses. It is required of all Freshmen in the Chemical and Preparatory Medical courses, and of all Juniors in the Mechanical and Electrical courses.

I. *Elementary General Chemistry.* In this course students will probably have two lectures or recitations and two laboratory periods a week. The preparation, properties and uses of the more important elements and inorganic compounds are discussed in the lectures, and are illustrated by experiments. In the laboratory the time is given mainly to the preparation and study of the non-metallic elements and a few of their compounds.

[Professor Hall 4.]

II. *Qualitative Analysis.* The exercises are mainly practical, but there is, each week, at least one lecture or examination. Although the instruction is devoted chiefly to the methods of qualitative analysis, it is expected that the student will increase materially his knowledge of general chemistry by following this course.

[Professor Hall 2 or more.]

III. *Quantitative Analysis.* The simpler gravimetric and volumetric methods of analysis are studied. The calibration of flasks and burettes is also included.

[Professor Hall 2 or more.]

IV. *Organic Chemistry.* This course consists of lectures, recitations and laboratory work throughout the year. It will be found useful not only to those intending to become chemists, but also to students of biology and medicine.

[Professor Hall 2.]

V. *Advanced Quantitative Analysis.* This course is a continuation of course III, but includes the analysis of silicates and other complex compounds, the examination of water, milk, butter, iron, steel, etc.

[Professor Hall 2 or more.]

PHYSICS.

The Department of Physics occupies seven rooms in the west end of Founder's Hall, well arranged both for laboratory work and for lectures. The apparatus for lecture demonstrations has been carefully chosen to illustrate the principal phenomena dealt with, and the laboratory is furnished with a large number of excellent standard forms of apparatus. The department is also well equipped with the usual forms of elementary apparatus. The electrical apparatus includes several dynamos and motors, Weston and other ammeters and voltmeters, a good variety of Thomson and D'Arsonval galvanometers, a fine Wheatstone bridge made by Eliot Brothers, together with numerous other bridges, condensers, stand-

ard units, etc. The laboratory is supplied throughout with both gas and electric light, and electric currents are obtained either from storage battery or from a dynamo.

The courses to be given in 1902-1903 are given below ; additional courses may, however, be announced later.

I. *Elementary Physics*. This course is an elective with Biology in the Sophomore year. It includes two or three lectures or recitations and one laboratory period per week throughout the year. The subjects taken up are mechanics, sound, heat, light, electricity and magnetism. *Theory of Physics* by Prof. J. S. Ames is used in the class work, and Ames and Bliss' *Experiments in Physics* is used in the laboratory. The lectures are illustrated throughout by experiments, and the laboratory work is arranged to supplement the class work. The experiments performed by the student are all quantitative in character, accurate measurement being taught in all the subjects treated. [Dr. Rhoads 4 first-half ; 3 second.]

II. *Electricity and Magnetism*. This course is intended to follow course I and is designed for students in general science and for those taking up a technical line of work. It consists mainly of laboratory work, supplemented by lectures and references. [Dr. Rhoads 2 or more.]

III. *Light, Heat, Properties of Matter*. This course must be preceded by course I and may be taken with course II, making two lectures and two or more laboratory periods a week. [Dr. Rhoads 2 or more.]

VI. *Electricity*. Elementary instruction, by text-book and lectures, in electrical quantities and units ; the principles of electrical measuring instruments, dynamos, motors, and transformers. The course includes experiments with dynamos and motors, such as making charac-

teristic curves, the measurement of efficiency, etc. The practical phases of electricity are considered.

[Professor Edwards 2.]

VII. *Electricity*. This course is intended to follow Course VI. It begins with laboratory experiments by the student, involving the use of refined measuring instruments, and the absolute measurement of electrical quantities. It embraces also, in more detail than Course VI, the study of the design, construction and operation of dynamos, direct and alternating; the theory of the transformer, the transmission of electrical energy; and the modern applications of the electric current. The practical phases of electrical engineering, such as the wiring of buildings, the installation of electrical machinery, etc., are taken up as far as time permits.

[Professor Edwards 2.]

GEOLOGY.

I. *Elementary Geology*. Recitations and field work.
Half-year. [Dr. Strong 3.]

This course is given the first half year and is followed by Astronomy I the second half.

ENGINEERING.

The Engineering Department occupies a commodious stone building, three stories high, erected during the summer of 1896. The entire equipment is new and of the best quality. The wood-working room affords ac-

commodation for fourteen students at one time. The benches are provided with quick action vises and a complete set of carpenter's tools for each student. This shop contains a 36" band saw and two wood lathes. The iron-working room contains a 24" x 12' Blaisdel engine-lathe and three smaller engine-lathes; a 24" x 24" x 6' plainer; a Becker-Brainard universal milling machine; a Gould and Eberhardt 16" shaper; two drill presses; several vises and complete sets of machinists' tools for bench work. Three steam engines, two of which are tandem compounds directly coupled to 60 K. W. dynamos, together with indicators and electrical measuring instruments, afford good opportunity for engine and dynamo testing. The third story of the building is devoted to drawing, and is a commodious and well-lighted room.

The instruction begins with a series of graded exercises, which teach accuracy in the use of tools and illustrate the principles of machine construction. This is followed by practice in the construction of parts of machinery, and the building of complete machines.

The students, under the care of the professor, are taken from time to time to visit machine shops and engineering constructions in Philadelphia and vicinity.

Students in Mechanical Engineering spend at least five hours a week for four years in the shop, and students in Electrical Engineering five hours a week for two years. In addition the following technical mechanical courses are given. For the corresponding electrical course see under the head of Physics.

I. First Half Year: a study of the construction of modern steam engines, boilers, condensers, pumps, etc.,

followed by the thermo-dynamic principles involved in the operation of the steam engine. [Professor Edwards 2.]

Second Half Year : a study of the materials employed in engineering constructions, including the manufacture and properties of iron in all its commercial forms of cast iron, steel and wrought iron ; the making of alloys, the strength, elasticity and ductility of metals; the strength of timbers, shafting, girders, trusses, etc.

[Professor Edwards 2.]

II. First Half year : Descriptive Geometry. [Mathematics XIV.]

[Professor Reid 2.]

Second Half year: a study of the mechanical movements employed in machinery; various methods of transmitting and transforming motion ; a detailed study of the teeth of wheels. This course includes a series of problems in invention to be solved by the student.

[Professor Edwards 2.]

III. *Practical Mechanics.* This course extends through four years for engineering students. It begins with simple exercises in wood-working, embracing sawing and planing, and progressing through graded exercises in joinery of all kinds, turning and pattern-making. One year is usually spent in this department, unless the student has previously had practice in wood-working.

The iron-working is begun regularly at the beginning of the Sophomore year. Bench work in filing, chipping and scraping occupies about one year, and a considerable degree of skill is required in this work, as it is the most valuable part of the course in training hand and eye for accurate mechanical work.

The remaining two years are devoted to the use of the various machine tools in executing a series of graded ex-

ercises, and finally in the construction of a complete machine, such as a lathe or engine.

[Professor Edwards, with skilled assistants, 2 or more.]

IV. *Mechanical Drawing and Machine Design.* A course beginning with the elementary projection of solids and complicated intersections, and embracing the design of plain and bevel gear wheels (cycloidal and involute), worm gearing, the Stephenson link motion for reversible steam engines, etc. The course concludes with the design of a steam engine or gasoline motor and complete detail drawings of all working parts. Students in Mechanical Engineering spend at least five hours per week for four years in the drawing room, and students in Electrical Engineering five hours per week for two years.

[O. M. Chase 2 or more.]

PHYSICAL TRAINING.

The new Gymnasium gives Haverford opportunities of physical training not enjoyed under the old conditions.

This new building contains a spacious main floor, sixty by ninety feet, abundantly equipped with the most improved American and Swedish gymnastic appliances, and circled by an inclined running track, five feet in width.

Adjoining the main floor are offices for the use of the physical director in examination and physical measurement. These rooms may be further utilized for special work by students taking advanced courses in anatomy and physiology, preparatory to medicine, and by those electing normal courses in physical training. Adjoining

the main hall, is located a large and comfortable students' reading room. Above these are a trophy room and apartments for the use of the alumni.

In the basement is a gymnasium dressing room with a number of well-ventilated lockers, toilet and washing rooms, and a swimming pool twenty-three by thirty feet.

There is a special dressing room for the use of the faculty and visiting athletic teams, and the remainder of the basement affords sufficient space for the addition of a bowling alley or other games.

All students are given a thorough physical examination upon entrance, and another at the end of the Sophomore year. They must pass a physical eligibility standard before representing the College upon foot-ball, gymnastic or athletic teams.

The work of the Physical Department commences with a course of lectures upon anatomy, physiology and hygiene, given to the Freshman class during the first quarter of the college year. This is followed by systematic gymnastic drill during the two succeeding quarters, four periods a week.

A similar course of three periods a week is required during the Sophomore year, and elective courses are open to Seniors and Juniors.

The student is given an option of three courses.

I. A course in modified Swedish educational gymnastics.

II. A course in general light and heavy gymnastic work similar to that given in our large universities.

III. Regular practice with the candidates for the college gymnastic team for entrance to which gymnastic ability and physical qualifications are requisite.

For additional courses in anatomy and physiology see under the head of biology.

THE LIBRARY.

The College Library now contains over forty thousand volumes, besides numerous pamphlets. It is arranged with the object of making it especially useful as a library of reference. Within a few years the greater part of the collection has been reclassified and recatalogued according to the expansive system, and new cards have been written and arranged on the dictionary plan. The students have free access to the shelves, and the librarian and his assistants are, at all times, ready to give aid in the use of the library.

About \$1800 are expended yearly for the purchase of books and periodicals. The library is a regular depository of the United States Government, and several hundred volumes of publications are annually received.

The following literary and scientific periodicals are taken :

Academy.
Acta Mathematica.
Advocate of Peace.
American Cricketer.
American Friend.
American Historical Review.
American Journal of Archæology.
American Journal of Mathematics.
American Journal of Theology.

American Journal of Philology.
American Journal of Science.
American Machinist.
American Naturalist.
Anglia,
Anglia Beiblatt.
Annalen der Physik.
Annals of American Academy.
Annals of Mathematics.
Archiv für lateinische Lexicographie.

- Astronomical Journal.
 Astronomische Nachrichten.
 Astrophysical Journal.
 Athenæum.
 Atlantic Monthly.
 Australian Friend.
 Banner and Herald.
 Beiblätter für den Annalen der Physik.
 Beiträge zur Geschichte der deutschen Sprache und Literatur.
 Biological Bulletin.
 Bird Lore.
 Bookman.
 British Friend.
 Bulletin Astronomique.
 Bulletin des Sciences Mathématiques.
 Bulletin of American Mathematical Society.
 Bulletin of the Department of Labor.
 Bulletin of Bibliography.
 Cassier's Magazine.
 Catalogue of U. S. Public Documents.
 Century Magazine.
 Chicago Banker.
 Classical Review.
 Columbia Studies in History, etc.
 Columbia University Quarterly.
 Commercial and Financial Chronicle.
 Comptes Rendus de l'Académie des Sciences.
 Congressional Record.
 Consular Reports.
 Contemporary Review.
 Cricket.
 Critic.
 Cumulative Index.
 Dial.
 Economist. (London).
 Edinburgh Review.
 Educational Review.
 Electrical World.
 Electrician.
 Engineering Mechanics.
 Englische Studien.
 English Catalogue of Books.
 Era.
 Experiment Station Record.
 Expositor.
 Expository Times.
 Forum.
 Forest Leaves.
 Fortschritte der Mathematik.
 Friend (London).
 Friend (Philadelphia).
 Friends' Intelligencer and Journal.
 Friends' Missionary Advocate.
 Friends' Quarterly Examiner.
 Harper's Magazine.
 Harper's Weekly.
 Hartford Seminary Record.
 Harvard Graduates' Magazine.
 Herald of Peace.
 Independent.
 Intercollegian.
 Johns Hopkins University Circulars.
 Johns Hopkins University Studies in History, Etc.

- Journal of the American Chemical Society.
 Journal of the Chemical Society.
 Journal de Mathématiques.
 Journal of Political Economy.
 Journal of the Franklin Institute.
 Journal of Germanic Philology.
 Journal für die reine u. angewandte Mathematik.
 Journal of the Society of Chemical Industry.
 Library Journal.
 Literary News.
 Literaturblatt für germ. u. rom. Philologie.
 Littell's Living Age.
 Mathematische Annalen.
 Messenger of Peace.
 Mind.
 Missionary Review.
 Modern Language Notes.
 Monthly Notices of Royal Astronomical Society.
 Monthly Summary, Commerce and Finance.
 Nation.
 Nature.
 Nineteenth Century and After.
 North American Review.
 Official Gazette of the U. S. Patent Office.
 Pedagogical Seminary.
 Pennsylvania Magazine.
 Philosophical Magazine.
 Philosophical Review.
 Political Science Quarterly.
 Popular Science Monthly.
 Present Day Papers.
 Princeton University Bulletin.
 Proceedings of the Academy of Natural Science.
 Proceedings of American Philosophical Society.
 Proceedings of the Society for Psychical Research.
 Psychological Review.
 Publishers' Weekly.
 Publications of American Economic Association.
 Publications of the Modern Language Association.
 Quarterly Journal of Economics.
 Quarterly Journal of Mathematics.
 Quarterly Review.
 Review of Reviews. (Amer.).
 Revista Critica de Historia y Literatura
 Revue des Deux Mondes.
 Rheinisches Museum für Philologie.
 Romania.
 Science.
 Science Abstracts.
 Scientific American.
 Scientific American Supplement
 Scribner's Magazine.
 Sound Currency.
 Southern Workman.
 Spectator.
 Terrestrial Magnetism.
 Transactions of the American Mathematical Society.
 University Record (Chicago Univ.).

War or Brotherhood.	Zeitschrift für Anorganische
Wochenschrift für klassische	Chemie.
Philologie.	Zeitschrift für Physikalische
Yale Alumni Weekly.	Chemie.
Yale University Bulletin.	Zoologischer Anzeiger.
	Zoologisches Centralblatt.

The Library is open from 8.30 A. M. to 6 P. M. While designed especially for the use of the officers and students, others have the privilege of consulting, and, under certain restrictions, of withdrawing books.

The Library is under the charge of Allen C. Thomas, Librarian.

PUBLIC LECTURES 1901-1902.

HAVERFORD LIBRARY LECTURES.

Dr. W. H. P. Faunce, President of Brown University,
"Modern Uses of the Bible."

Dr. Le Baron R. Briggs, Dean of Harvard College,
"Student Life in College."

Dr. George A. Barton, of Bryn Mawr College, "The
Babylonian Tablets of the Haverford College Library."

OTHER LECTURES:

Sir Robert S. Ball, F. R. S., Lowndean Professor of
Astronomy in the University of Cambridge, England,
"Time and Tide." Delivered under the auspices of the
Zeta Chapter, Phi Beta Kappa Society.

Ellis Yarnall, A. M., "Books and Personal Recol-
lections."

Alden Sampson, A. M., "A Visit to the Ruins of Pal-
myra." Illustrated. Two lectures.

Martin G. Brumbaugh, Ph. D., Late Commissioner of Education for Porto Rico, "Present Conditions in the Island of Porto Rico."

Bliss Perry, Ph. D., Editor of the Atlantic Monthly, "Patriotic Poetry."

GRADING OF STUDENTS.

STUDENTS are classified, according to their grades, into five sections, A, B, C, D, E. Each student is notified of the section to which he has been assigned, but the grades are not published. Section E is composed of those who cannot be advanced to the next class, or receive their Bachelor's degree. Daily recitations, hour examinations, and final examinations are all utilized in determining the standing of a student.

ADVANCED DEGREES.

Graduates of Haverford College of three years' standing may take the degree of Master of Arts or of Master of Science by passing an examination on some literary or scientific course of study which shall have received the approbation of the Faculty. Such a course must be equivalent to one year's uninterrupted study.

Candidates who are examined may also be required to hand in dissertations on topics in the field of study which they have specially investigated.

Resident graduates, who have completed an adequate course of study, may be admitted to an examination for a second degree at the expiration of one or two years.

Notice of application for examination must be given to the President two months before Commencement. The examination for non-residents will be held during the last week in Fifth month, and in no case at a later date. The fee for the Master's diploma is twenty dollars, to be paid in all cases before the 1st of Sixth month.

Adequate courses of study for the Master's degree will be arranged on application to the President.

EXPENSES.

The charge for tuition, board and room rent varies with the location of the room from \$400 to \$575 a year.

The number of students for whom there is accommodation at the different rates is as follows :

Founders Hall,	15	at \$400 each.
Barclay Hall,	24	at \$450 each.
“ “	56	at \$500 each.
“ “	2	at \$525 each.
Lloyd Hall,	16	at \$575 each.

NOTE.—The rent of rooms includes steam heat, electric light, necessary bed-room furniture, and care of rooms. Students will supply their own study-room furniture, also towels and table napkins.

The charge for tuition is one hundred and fifty dollars (\$150) a year ; for tuition and mid-day meal, two hundred dollars (\$200) a year.

Books and stationery will, at the option of the student, be supplied by the College and charged on the half-yearly bills. Materials consumed and breakage in the laboratories are also charged.

Bills for board and tuition are payable, three-fifths at the beginning, and two-fifths at the middle of the college year.

SCHOLARSHIPS.

I. Senior Scholarships. Four scholarships of the annual value of \$300 each are offered to graduates nominated by the Faculties of Earlham, Penn, Wilmington, and Guilford Colleges.

The charge for board and tuition ranges from \$400 to \$575 per year, according to the location of the room. Rooms at the former rate will be reserved until Fifth month 1st of each year for the recipients of Senior scholarships in the succeeding year.

II. I. V. Williamson Scholarships. Three scholarships of the annual value of \$400 each.

III. Richard T. Jones Scholarship. One scholarship of the annual value of \$400, or two of \$200 each.

II and III are so arranged that usually only one is vacated each year and awarded to a Freshman.

IV. Corporation Scholarships. Sixteen scholarships of the annual value of \$300 each will be awarded after competitive examination. They are open to all applicants.

Details of the examination will be given on application to the President.

V. Foundation Scholarships. Eight scholarships of the annual value of \$200 each. Three of these may be given

on the nomination of the Faculty of Westtown Boarding School.

VI. Edward Varnall Scholarship. One scholarship of the annual value of \$200. Open only to Friends.

VII. Thomas P. Cope Scholarship. One scholarship of the annual value of \$200. Open only to Friends who intend to teach.

VIII. Sarah Marshall Scholarship. One scholarship of the annual value of \$200.

IX. Mary M. Johnson Scholarship. One scholarship of the annual value of \$200.

X. Isaac T. Johnson Scholarship. One scholarship of the annual value of \$200 given on the nomination of Friends' School, Fourth and West streets, Wilmington, Del.

XI. Day Scholarships. Eight scholarships of the annual value of \$100 each.

XII. One scholarship of the annual value of \$150, which may be given on the nomination of the Lower Merion High School.

XIII. Tuition Scholarships. Ten scholarships of the annual value of \$150 each, or so many of them as there may be suitable candidates therefor, will be awarded each year to Freshmen needing aid and passing satisfactory entrance examinations.

All scholarships are given for one year only, but they may be renewed by the College (except I, X and XII) if the conduct and standing of the recipient be satisfactory.

I, X and XII will thus be vacated yearly, and about one-fourth of the others.

Except XI, XII and XIII all scholarships involve residence at the College.

THE HAVERFORD FELLOWSHIP.

This fellowship, of the annual value of \$500, may be awarded by the Faculty to the best qualified applicant from the Senior class. He is required to spend the succeeding year in study at some American or foreign university approved by the Faculty.

PRIZES.

ALUMNI PRIZE FOR COMPOSITION AND ORATORY.

The Association of the Alumni, in the year 1875, established an annual prize, either a gold medal or an equivalent value in books with a bronze medal, for excellence in composition and oratory.

The following are the rules governing the competition:

I. The Alumni medal is offered yearly to the competition of the members of the Senior and Junior classes, as a prize for the best delivered oration prepared therefor.

II. Three or five judges shall be appointed from year to year by the Alumni Committee, who shall hear publicly, in Roberts Hall, all competitors who may be qualified to appear.

III. No oration shall occupy in delivery more than fifteen minutes.

IV. In making the award, while due weight is given to the literary merits of the oration, the judges are to consider the prize as offered to encourage more especially the attainment of excellence in elocution.

V. The judges shall have the right to withhold the prize if the elocution and the literary merits of the oration fall below a creditable standard of excellence.

THE EVERETT SOCIETY MEDAL.

This silver medal is offered by the donor to the members of the two lower classes for competition in oratory. It is given in memory of the old Everett Society.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING.

Four prizes in books, of \$40, \$30, \$20 and \$10 respectively, will be given to those members of the Junior class who, having creditably pursued their regular studies and paid proper attention to physical culture, shall have carried on the most profitable course of reading in standard authors during the Sophomore and Junior years.

The direction of the work and the decision in the award of the prizes shall be in the hands of a committee consisting of the President, the Librarian and the Professor of English.

There will be an oral examination to determine the scope and quality of the reading, and a thesis treating of subjects embraced in the course will be required.

Any or all of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

THE CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS.

These are two prizes in books of \$10 each. They will be awarded at the end of the Sophomore year for proficiency in Latin and Mathematics respectively.

PHILIP C. GARRETT PRIZES.

These are five prizes in books of \$10 each, as follows :

1. To the most proficient student in mathematics at the end of the Senior year.
 2. To the most proficient student in Greek at the end of the Freshman year.
 3. To the most proficient student in Latin at the end of the Freshman year.
 4. To the best writer of themes in the Sophomore class.
 5. To the member of the Senior or Junior class who shall have done the most thorough and satisfactory work in biology.
-

THE CLASS OF 1898 PRIZE IN CHEMISTRY

The Class of 1898 offers a prize of \$10 in books to the member of either the Senior or Junior class, who, in the judgment of the professor in charge, shall have done the most thorough and satisfactory work during the year in the laboratory, and in oral and written examinations.

The prize will not be awarded twice to the same student.

HONORS.

For the purpose of honors, studies are divided as follows :

- a. Literary group : namely, the Greek, Latin, German and French languages, English literature, history, philosophy and political science.
- b. Scientific group : namely, astronomy, biology, chemistry, engineering, mathematics and physics.

Candidates for honors shall elect from any two studies in one of these groups at least five hours per week during the Junior year, and eight hour per week during the Senior year, and shall announce their candidacy at the beginning of the Junior year.

Highest Honors and *Honors* may be given, dependent on the judgment of the professors in charge. They will base their decisions on special examinations, or on the character of the daily work.

General Honors are awarded for a general average of ninety per cent., or over, during the Senior and Junior years.

Honors will be announced at Commencement and in the succeeding catalogue.

SOCIETIES.

The Loganian Society was established by the officers and students in 1834, and is now a debating society.

A flourishing branch of the Young Men's Christian Association, organized in 1879, has a membership embracing three-fourths of the students.

A chapter of Phi Beta Kappa, the inter-collegiate honor society, was established at the College in 1898.

The Classical Club and the Scientific Society hold occasional meetings for the reading of papers, the presentation of reports, and the discussion of such topics as may be suggested by their members.

The Campus Club is an organization of the faculty and students for promoting the study and preservation of trees, shrubs, birds and wild animals on the college property.

DEGREES, PRIZES AND HONORS GRANTED IN 1902.

At the Commencement in 1902, degrees were granted after examination to the following graduates :

MASTER OF ARTS.

William Edward Cadbury

Alfred Sharpless Haines

BACHELOR OF ARTS.

Joseph John Barclay

Edgar Howard Boles

Justin Emmett Brown

William Wilkie Chambers

Arthur Shirley Cookman

William Varney Dennis

Charles Evans

Edward Wyatt Evans

John Sharpless Fox

Richard Mott Gummere

Joseph Bernard Haviland

Tetsutaro Inumaru

Edward Goodwin Kirk

William Collins Longstreth

Herman Newman

William Pyle Philips

Andrew Dante Schrag

Charles Harper Smith

Alexander Guy Holborn Spiers

John Lyon Stone

Charles Wharton Stork

Edgar Earl Trout

Alexander Cooper Wood, Jr.

BACHELOR OF SCIENCE.

Henry Lloyd Balderston

Shipley Brown

Charles Reed Cary

George Spencer Garrett

William Henry Grant

Kearney Everett Hendricks

S. Percy Jones

William Webb Pusey, II

John Wallace Reeder

David Allen Roberts

Robert John Ross

Herbert Armitt Scattergood

Norris Alexander Scott

Carlino Linn Seiler

George Herbert Thomas

Parke Lewis Woodward

PRIZES.

The Haverford Fellowship (\$500) for 1902-03 was awarded to
William Pyle Philips

The Alumni Prize in Composition and Oratory (\$50)
was awarded to

Edgar Howard Boles
Honorable Mention . . Justin Emmett Brown

The Everett Society Medal for Oratory for Sophomores and
Freshmen was awarded to

Harold William Jones

The John B. Garrett Prizes for Systematic Reading for Juniors
were awarded to

First Prize (\$40.00) . . . Henry Joel Cadbury
Second Prize (\$30.00) . . . Enoch Farson Hoffman
Third Prize (\$20.00) . . . Not awarded
Fourth Prize (\$10.00) . . . George Peirce

The Class of 1896 Prizes in Latin and Mathematics for
Sophomores and Freshmen were awarded to

Latin (\$10.00) William Parker Bonbright
Mathematics (\$10.00) . . . Chester Raymond Haig

The Philip C. Garrett Prizes were awarded to

Senior Mathematics (\$10.00) . . . Edgar Earl Trout
Senior or Junior Biology (\$10.00) . Enoch Farson Hoffman
Sophomore Themes (\$10.00) . . . William Tatum Hilles
Freshman Latin (\$10.00) Frederick William Ohl
Freshman Greek (\$10.00) Frederick William Ohl
Honorable Mention Charles Worley Fisher

The Class of 1898 Prize in Chemistry (\$10.00) for Seniors or
Juniors was awarded to

George Spencer Garrett

Corporation Scholarships.

These \$300 scholarships are awarded annually to the four students in each class having the highest average scholarship for the year. In some cases the money is applied, at the option of the holder, to students of greater financial need, the original recipient retaining the honor.

*Holders of Corporation Scholarships for the collegiate year
1902-1903 :*

Class of 1903.

Henry Joel Cadbury,
Harry Anthony Dominovich,
Robert Louis Simkin,
Samuel Norman Wilson.

Class of 1904.

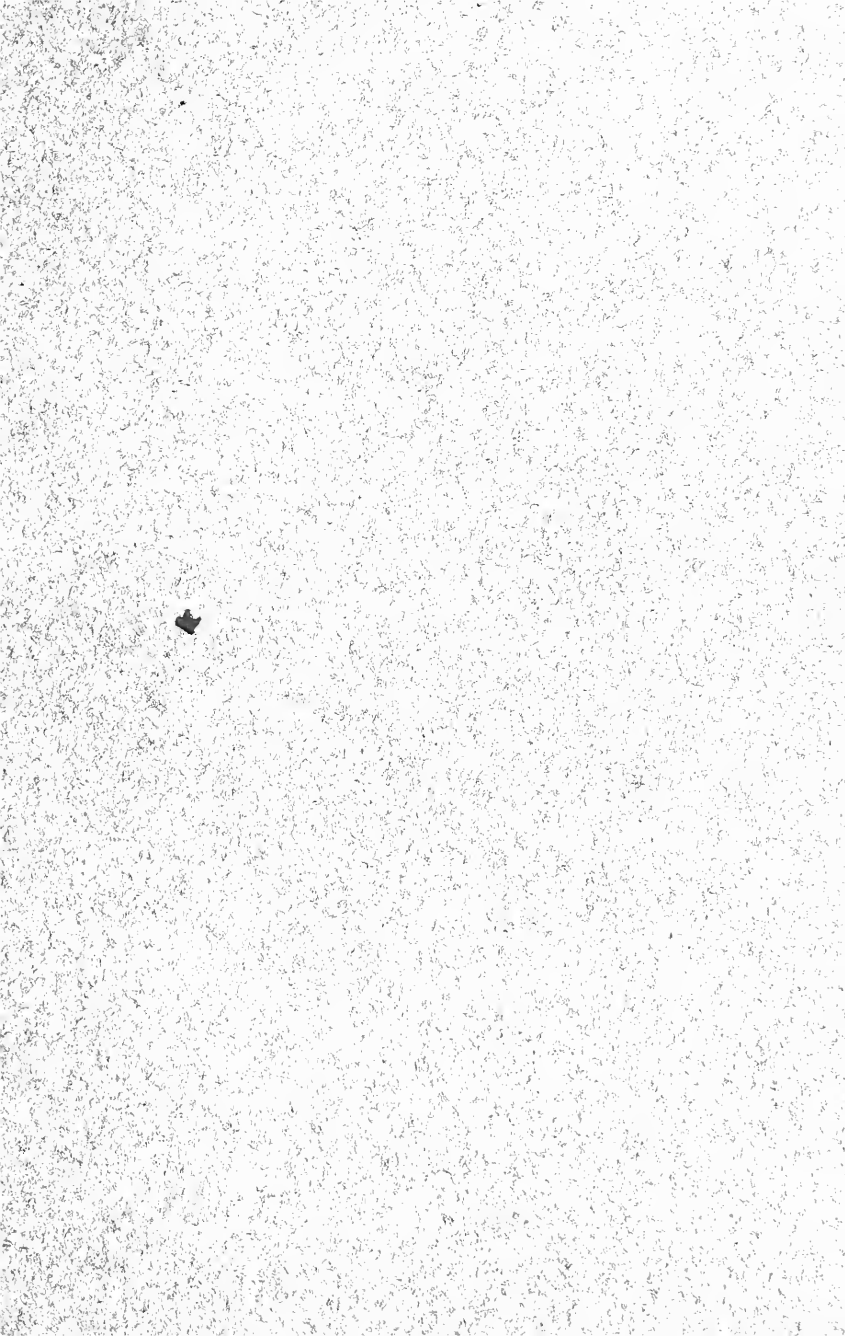
William Parker Bonbright,
Chester Raymond Haig,
Carlos Noyes Sheldon,
William Mintzer Wills.

Class of 1905.

Charles Stone Bushnell,
Frederick William Ohl,
Edmund Converse Peirce,
Howard Pitner Thomas.

Class of 1906.

Thomas Kite Brown, Jr.,
Walter Carson,
Richard Lucius Cary,
Roderick Scott.



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732 pp. 103 illustrations. A handsome octavo volume.

Philip C. Garrett, '51, Editor, \$2.50

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THE SECRETARY OF HAVERFORD COLLEGE

HAVERFORD, PA.

Haverford College Bulletin

Volume I

New Series

Number 3

Issued Quarterly at One Dollar per year

Fourth Month, 1903



THE FUNCTION OF THE SMALL COLLEGE

1. Address of President Sharpless at the Alumni Dinner
2. The Library in the Small College, . . . Allen C. Thomas
3. English in the Small College, . . . Francis B. Gummere
4. The Physical Advantages of the Small College,

James A. Babbitt

Haverford, Pa.

Published by the College



MAP

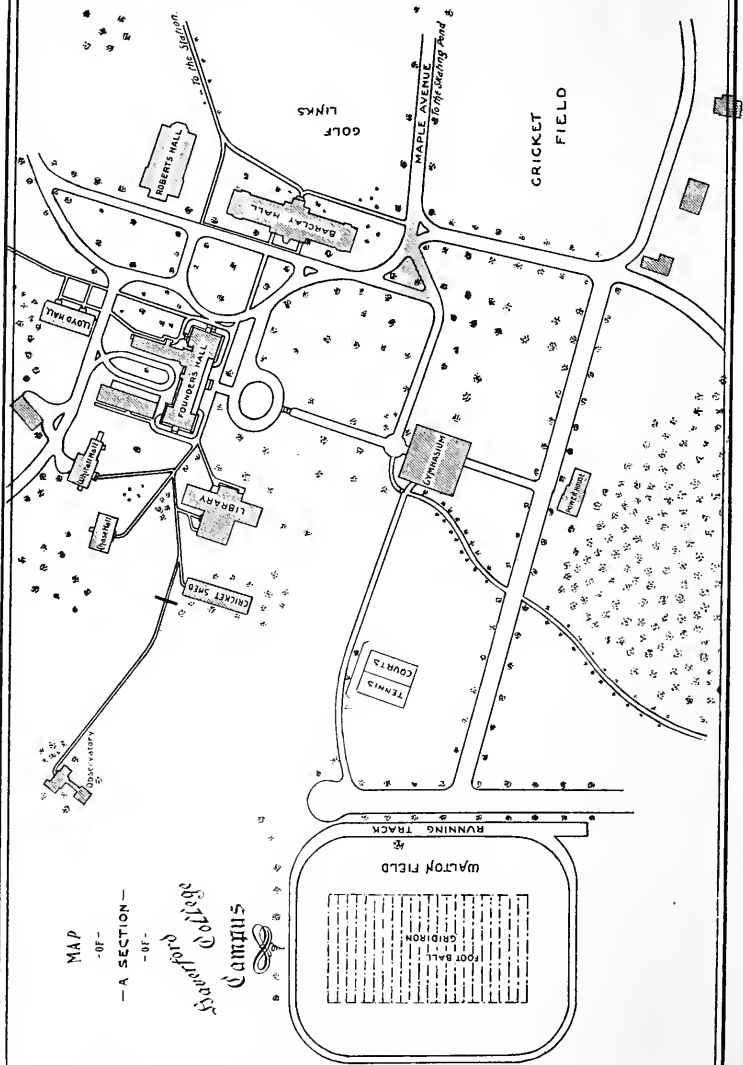
-OF-

-A SECTION-

-OF-

University

Campus



THE FUNCTION
OF THE
SMALL COLLEGE



HAVERFORD, PA.

PHILADELPHIA
PRESS OF THE LEEDS & BIDDLE CO.
1019-21 MARKET ST.
1903

The current Bulletin is intended to give such of our Alumni and friends as are not recent graduates an idea of the purposes and resources of Haverford at the present time. The illustrations are selected to portray the material additions to the College of the last five years.

THE FUNCTION OF THE SMALL COLLEGE AS ILLUSTRATED BY HAVERFORD.*

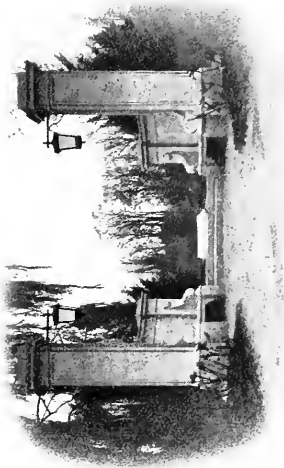
Haverford has never attempted to occupy a very conspicuous place in the College world. She has wished to inculcate modesty in her students and to set them an example. She has had faith in the theory that good equipment, good teachers, good students, and good sanitary and social arrangements would enable her to do her work, and that the number of young men who came under her influence, while not unimportant, was secondary to the quality of the results obtained. And so she has been year by year increasing her resources, developing internally, and not trying to win in the contest for students by underbidding or advertising.

Every year our purpose and mission are becoming clearer. They are not to doze in the midst of workers, nor to be satisfied when anything better is in sight ; but rather to do everything well that we try to do, to produce character as well as intellectual power, to build up a close community devoted to a common purpose, to keep out incongruous elements, and then to grow, just as fast as, and no faster than, we can accomplish these purposes. Within a few years we have increased and improved our Faculty, so that it costs us to give instruction per student

* A summary of the President's address at the Alumni Dinner, 2 mo. 13th 1903.

EDWARD B. CONKLIN

MEMORIAL GATEWAY



about twice as much as any other college in the country. We have added to our buildings a \$50,000 Gymnasium ; we have trebled the capacity for usefulness of our Library of 40,000 books ; we have increased slightly our dormitory accommodations, and are about to do so further. We are building now the \$50,000 Roberts Hall for lecture purposes and for the housing of the unexcelled collection of autograph letters belonging to our late friend, Charles Roberts. We have made a good start towards a complete heating and lighting system for all our buildings ; we have placed a number of professors' houses on the grounds, and have added a large number of minor improvements. Had we one more great hall for scientific laboratories and for lecture and recitation rooms our equipment of buildings would be well rounded out. We have also increased our endowment several hundred thousand dollars. If we could take charge efficiently of one hundred students five years ago, we can do equally well with two hundred now, and my idea would be to encourage a slow growth until that number is reached.

Nothing is more encouraging than the fact that this development is made possible by a large number of small donations. While Roberts Hall is the gift of a generous lady, and other large sums have been received, many improvements have been made possible by subscriptions. Some three hundred graduates and friends paid for the Gymnasium. The movement originated with younger Alumni, who also, by class or community, are making many valuable and beautiful additions to our resources. The fine entrance to our grounds is the gift of the friends of Edward B. Conklin. The Beta Rho Sigma Society will equip a double bowling alley in our Gymnasium. The

Class of 1887 has furnished a handsome reading room in the same building. The Class of 1890 is putting up a boulder monument with the name "Walton Field" upon it, as a memorial to Ernest F. Walton, whose efforts made the field possible. The Class of 1898 is furnishing an Alumni room. The Class of 1900 has taken charge of an alcove of the library which it is stocking with books of standard English fiction.

Recently a large fear has existed that the old American college would become extinct. It is an institution practically unknown in Europe, where the boys go from the secondary schools to the professional schools or to the special courses of the universities. There are evidences that the same tendencies are in operation in America, due to advancement of standards for college admission, and the lengthening of professional courses. The effect is to increase the age for profitable business career, and hence to drive out of the supposedly non-essential college course many men of moderate resources. To meet this difficulty many remedies have been suggested. President Butler of Columbia advises granting the degree of Bachelor of Arts at the end of two years, and sending on the boys with a benediction to the technical school. Various devices for shortening courses from four to three years have been tried,—making the fourth year the first of the professional school, and crowding the four years into three. The latter is the only one which seems to me justifiable. I should be very sorry to dignify such irresponsible and immature youth as Sophomores are with the honorable degree of Bachelor, and I do not like to cut off from the life of the student the Senior year with all its glorious possibilities for the development of manliness,

ROBERTS HALL



FROM THE
NORTH-EAST



FROM THE
SOUTH-WEST



FROM THE NORTH-WEST

and make it simply a question of elementary chemistry and biology in a medical school. In a minority of cases a young man can do the whole work of a course in three years — a young man who has brilliant talents and no time to spare — and I believe we should make arrangements to suit such conditions. Here, so far as we are concerned, I am inclined to stop. I think there will be enough people who prefer general development to specialized advancement, and who can afford to pay for it, to sustain institutions like Haverford. And no matter if high schools continue with state aid to advance courses till they connect with the professional school, so that there seems to be no gap in the continuity of the curriculum, there will always be a great gap in that man's intellectual resources who omits the training of the residential college in an atmosphere of scholarship and the collegiate manners that proclaim to every one the country over that their possessor is a college man. The more people talk of the non-necessity of the college to business and professional success, the more they proclaim that no institution but the college can stand out against the mercenary standards of the age, that that alone can save scholarship and culture, and that, if we omit it, we are all gone over to Philistinism and the worship of money.

Happily to this utilitarian view there are counter influences of its own sort. Many people are beginning to doubt whether the special technical knowledge is worth so much more than the general training gotten by a liberal college course. It is being found out that well drilled powers of the mind in a condition to work, fit and fresh, are capable of application in any direction to which they may be turned; that what a man wants is not so

much knowledge which will undoubtedly vanish away, as power and clearness of thinking and energy in doing, and a number of employers have come to me with the request for men of good training and good address, with the statement that the technique of the business is easily learned.

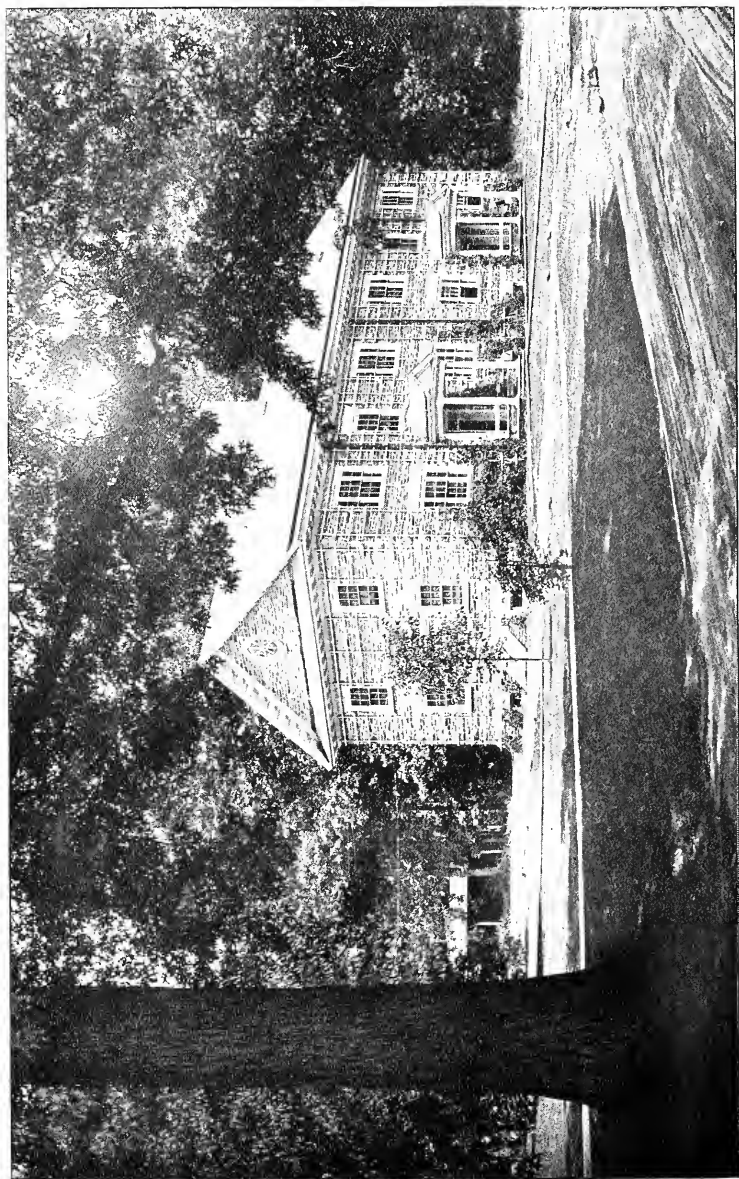
It is a mistake, however, to attempt to divide all studies into two classes, and say that some are useful for practical results and some for mental training. Mental training is a practical result of the highest order, and, *per contra*, studies of a practical sort are capable of yielding most valuable mental training. The division should be made among the students rather than among the studies. Some young men develop the best that is in them by one line of work, and some by another, and so a college like Haverford, which has all sorts in its little constituency, needs something of variety in its curriculum.

It seems to me that some such conditions as these will show a place for a college like Haverford,—that there will be enough students to sustain her, and enough endowment present and prospective to back up her work. Colleges, like men, are rich if they have large means in proportion to work.

We place all our resources into four years of college work,—none of it goes to preparatory and none to graduate courses. It may be that, if some one should enable us to do it, it would be well to add the latter work in certain departments for one year. But this is a future possibility and not a present prospect.

I am more interested in maintaining a clean college than a great one. I do not want to grow up by doubtful methods. I do not care to adopt what I have heard is

LLOYD HALL



the politician's motto for progress—"Get on—get honor—get honest." I would begin with the superlative. I do not mean that every dollar received should be scrutinized as to its source. But I do not care to be tempted during my administration with a gift of money to be invested in immortalizing a man who has gained that money by immoral means or in a business that degrades. Every honest trade is good for both parties, and the rich man ought to be the man who has done the most good because he has made the most trades. I am glad to believe that every dollar now doing work at Haverford is an honest dollar, so made, and I do not care that our College should be the agent for redeeming the fame of any unrepentant rascal or glorifying a business which has helped to demoralize our country.

What then, is the function of a small college like Haverford?

1st. It is to make the close acquaintance of every student and give him the stimulus or direction he needs, so as to make a failure reasonably to educate his best faculties a very rare occurrence.

2nd. It is to make physical conditions as nearly as may be perfect, so that a breakdown from unhygienic habits becomes almost impossible.

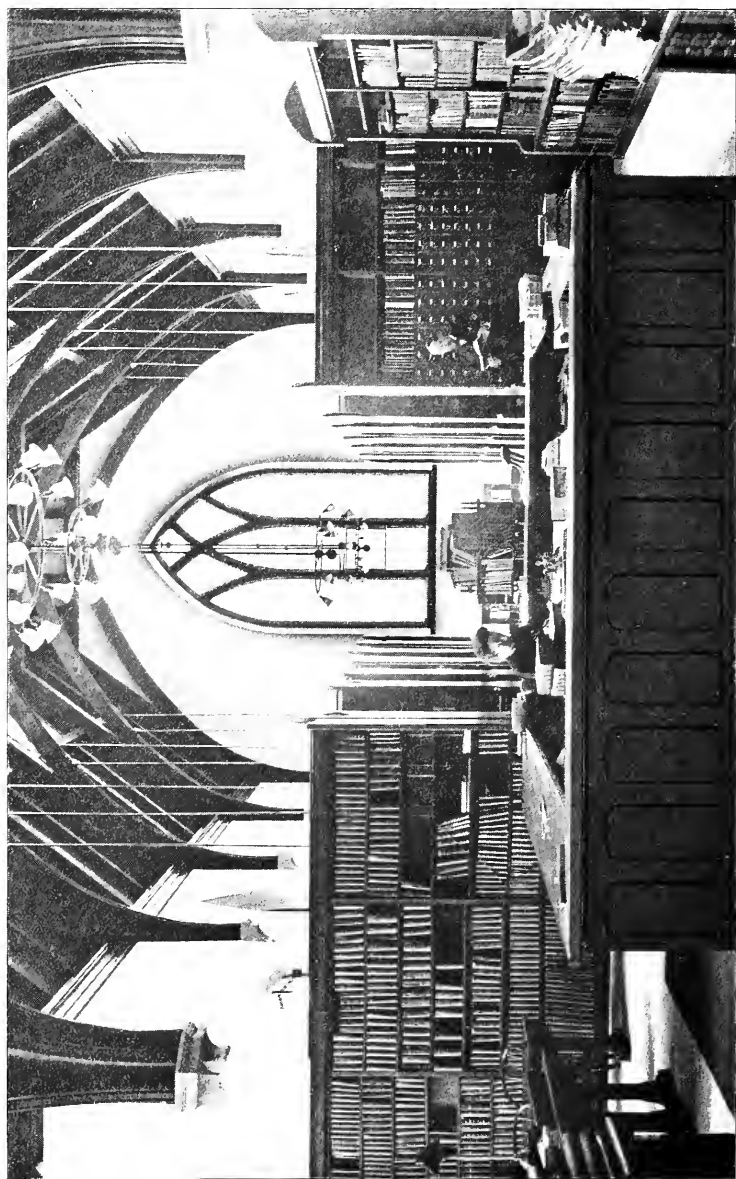
3rd. It is to secure an influence and a tendency among the students by which vice is discouraged and Christian character exalted, so that moral defaults will be highly improbable.

4th. It is, on the positive side, to do its duty to the students who are in no danger of mental or physical or moral failures, so that their development may be as ex-

tensive and as wisely directed as their own powers may render possible and as broad instruction and stimulation may suffice to produce.

To secure these much is needed,—most of all a large faculty of learned and wise and strong men. The weak small college may be a very poor institution, but the small college of abundant resources and conscientious management will have a large and useful place in American life.

SOUTHERN WING
OF THE
HAVERFORD COLLEGE LIBRARY



THE LIBRARY

IN

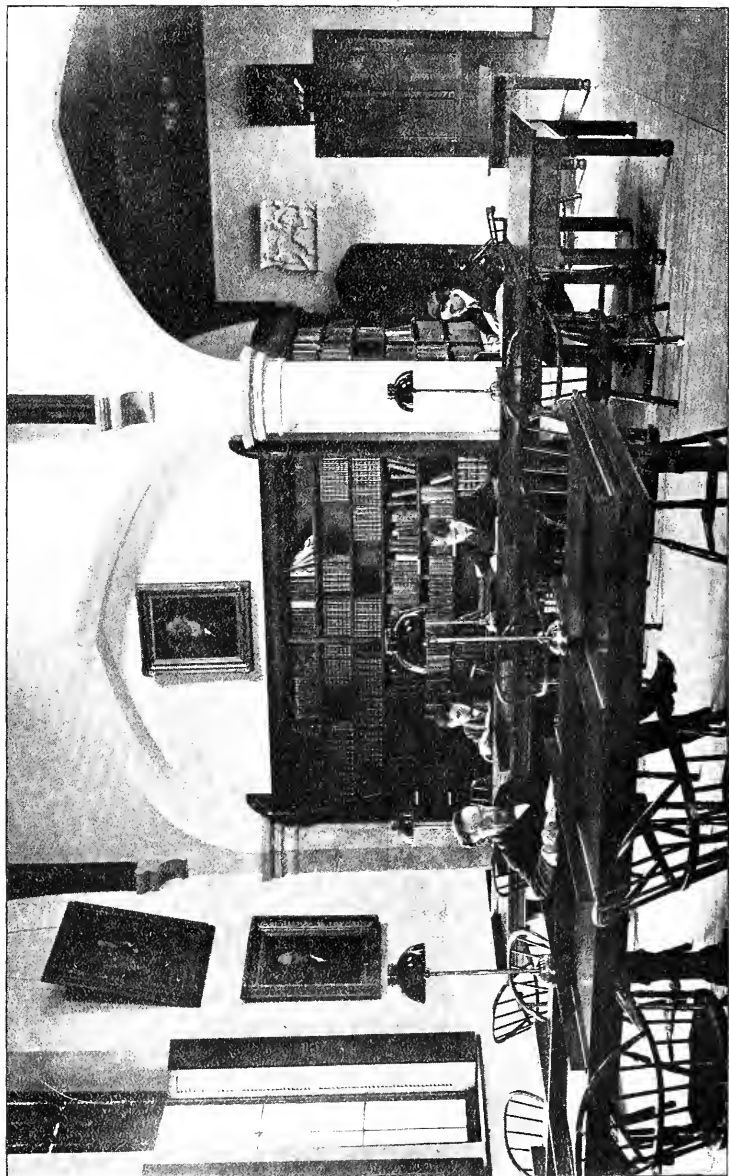
THE SMALL COLLEGE.

That the Library, more than any other department, is the centre of the small college, is a statement that few who have watched the life in such a college would dispute. In the Library every department of the college curriculum is represented by at least some volumes on the shelves and by some periodical on the tables, to say nothing of those general subjects which are common to all departments. Here instructors and pupils alike come to investigate, to study, to obtain intellectual refreshment. No noise distracts, no well-meaning but obtuse friend makes unconscionably long visits. Here the feet must be kept lower than the head, and the physical generally in subjection to the mental and spiritual. Here aid is always to be had. The instructor, if present, willingly directs the student to the books illustrating his subject, while the Librarian and his assistants are always more than ready to open to every inquirer the abundant stores of knowledge on the surrounding shelves, and by pointing out the relative value of authorities on the subjects to be

investigated, give that help which can only be given by those who have had long training and experience.

In a small college every student may become personally acquainted with the Librarian and with the Library and its resources. Restrictions, such as are almost unavoidable in a Public or in a University Library, are practically unknown. "There is no bar to the use of books but the rights of others." There is no slip to be written out to be handed to an assistant to be handed to a boy, who, after a tedious but inevitable period of time, brings the volume called for, which too often is discovered not to give the information sought. The shelves here are open to all; books may be taken down at will, examined, read, or laid aside. Alcoves full of that bookish atmosphere, so hard to describe but so real, invite repose of body and activity of mind. Nowhere else can that acquaintance with books, so useful, so pleasurable, and so consoling, be made closer and more enduring. Here, too, topical study can be pursued under the most favorable circumstances. Here the instructor, with a reasonable expectation of the best results, can most profitably refer to the works of an author and assign portions for special reading, and thus a knowledge will be gained which no amount of quotation, however apt, can give. Two ends are hereby gained; books are used and students learn how to use them by using them. Here, too, perhaps better than elsewhere, can "every book we read be made a round in the ever-lengthening ladder by which we climb to knowledge and to that temperance and serenity of mind which, as it is the ripest fruit of Wisdom, is also the sweetest."

READING ROOM
IN THE
WESTERN WING
OF THE
HAVERFORD COLLEGE LIBRARY



The primary object of every College Library is of course an educational one, and yet recreation and even amusement are not to be ruled out, and for these the freedom from restrictions allows abundant opportunity, especially for that browsing among books, so seductive and so dangerous to close thinking, if indulged in too freely.

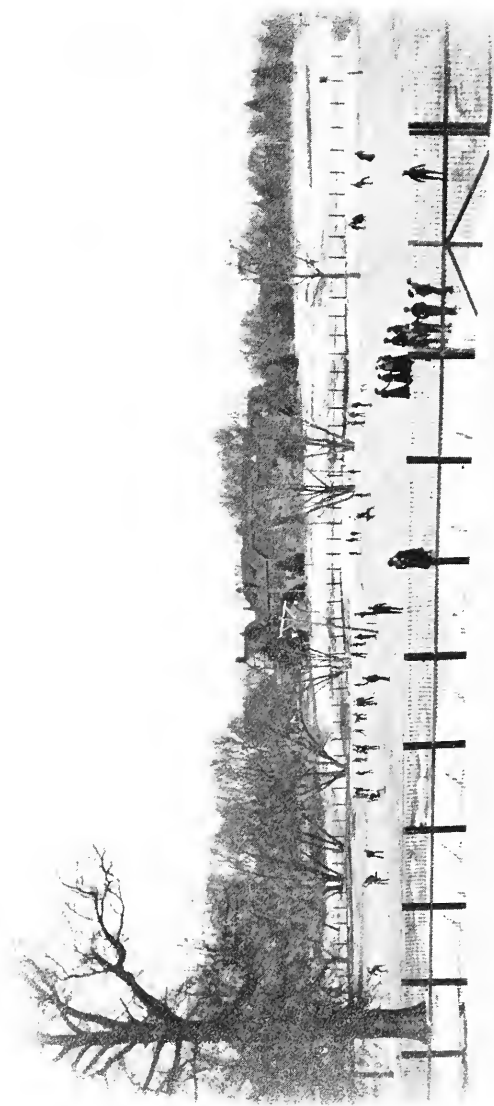
It has been said that the first requisite of a College Library is a good selection of books ; the second, accessibility both as to place and time ; third, attractiveness ; fourth, a good catalogue ; fifth, competent and sympathetic administration. How well the Library of Haverford College answers the requirements just outlined is best known to those who use it daily. Some of its features may be spoken of with confidence. Its 41,000 volumes and 175 periodicals have been carefully selected with reference to its special needs, and to a large extent meet them, although ampler resources would more adequately supply felt deficiencies. The situation as to accessibility is all that could be wished. The Library now occupies the whole of a commodious building handsomely fitted up. For the first time in its history it has reading, and periodical rooms, administration department, and storage rooms. Those to whose liberality these improvements are due, must feel more than satisfied with the result. Certainly the attractiveness of the building and its appointments go without saying. A good card catalogue and well selected books of reference are to be found here. Those who constantly frequent the building are the ones to speak of the administration.

For those whose college days are long since passed,

some of the choicest memories of student life are linked with the "Chapel of the Books." And, doubtless, with men of the present day, in the years to come, few places will live in more affectionate and grateful remembrance than the College Library.

ALLEN C. THOMAS.

HAVERFORD COLLEGE
SKATING POND



ENGLISH IN THE SMALL COLLEGE.

The theory of the small college, in general and in particular working, is easily set forth; what counts is the practice, and that is not easy. Theoretically, the small college should undertake a correspondingly small range of academic duty and should perform this duty in the best way; it should not undertake anything which it cannot do in the best way. It must have an endowment relatively larger than the endowment of a university; for certain expenses, notably that of a library, are not necessarily increased in proportion to the size of the student body. The small college must be able to offset the amount of teaching by quality of teaching; excellence will in the long run outstrip mere bigness of bulk. Taking the department of English for a particular case, and applying these somewhat obvious considerations, the teacher in a small college may be said to have at least as many advantages as disadvantages on his side, compared with his university colleague. The small-college man has less ground to cover in the scope of his department; and while it is true that the larger work is divided among many men, it must be remembered that the heart of the university teacher is with his special courses, which appeal with real force to few undergraduates, while the aim of the college course is precisely what the average undergraduate needs and demands. A college course in English literature should be distracted by no pretense of university methods, by no specializing

such as the graduate needs. Its primary aim should be to stimulate enthusiasm for the literature itself, to cover some ground with exact critical studies, and to cover as much more ground as is possible by descriptive lectures and plentiful readings outside of the class. If the classes range, as they mostly do range, from a dozen to thirty-five or forty students, the very lectures themselves need not lose the note of personal intercourse. With a hundred or two hundred hearers, it is impossible to preserve this sense of acquaintance and informal instruction. Provided one can get the same sort of instruction, then, there is no question that to be taught at college as one among twenty men is better than to be taught in an undergraduate university course as one among a hundred and twenty men. But can one get the same sort of instruction? And what of the facilities, the concomitants, such as books, public exercises, museum, lectures, readings, the stir of a great academic life?

To answer these questions with details and with enthusiasm involves a bit of fatuity if not of provincial over-zeal. An instructor in a small college should not too minutely laud the instruction in a small college. It will be enough if I give a general answer or two, note some fairly candid evidence in the case, and return to the actual subject with a sketch of ideal conditions.

The small college must make itself attractive to the teacher as well as to the student. An unendowed or poorly endowed college, with no sure expectation of full coffers, might as well contemplate some gentle sort of suicide. A good library is by no means out of the question; and though the teacher may not find in it wherewithal to reach his *O altitudo*, nevertheless, vaca-

GEORGE BACON WOOD
MEMORIAL READING ROOM
IN THE
HAVERFORD COLLEGE GYMNASIUM



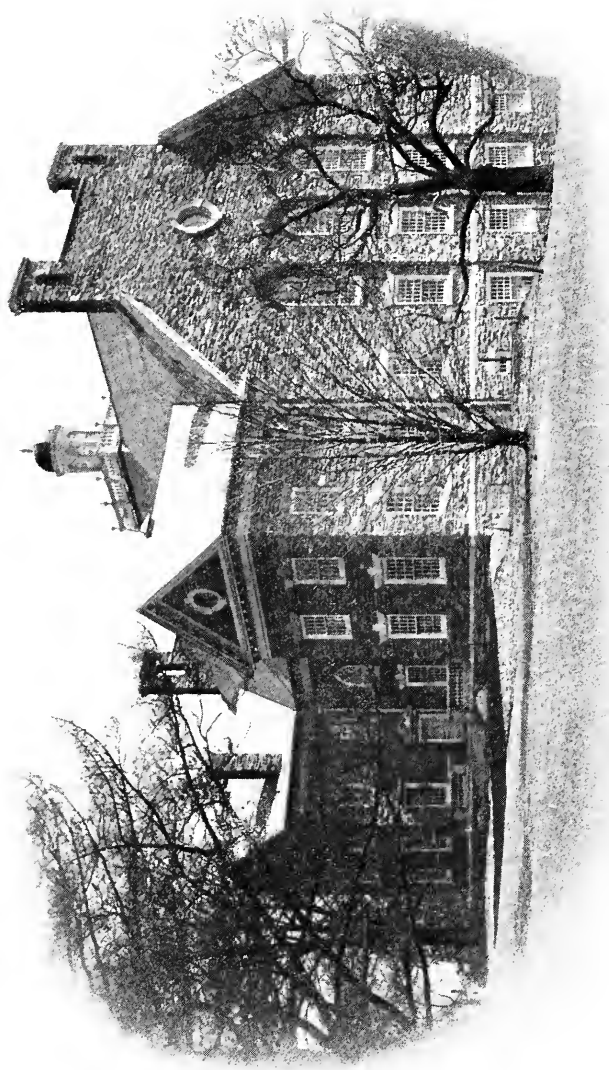
tions, express-facilities, even the sabbatical year, go a long way to supply his more intricate needs. The student, however, freed from demands of complicated and special studies, finds his reckoning in a well-selected collection of forty-five or fifty thousand volumes. So taught, so fortified, this student will accomplish the solidest sort of undergraduate study undistracted by the crossing currents of university life. He avoids a certain fever of acquisition; and he has both time and space to come to terms with himself. The small college ought to be in strictly rural surroundings. When he has completed his college course, if he is for business, this student, I think, has acquired more of what used to be called general culture than he would have acquired at the university; and if he is for a profession, for graduate studies, he is ready to make the best use of the higher and more complicated academic life. Many students who have finished their undergraduate course at a certain small college which I know, and have then passed to a year or more at a great university, almost invariably bear witness to the advantages of such a combination.

To put the matter as briefly as may be, English literature is too often studied professionally before one is acquainted with it as a pupil and reader. The roofers and slaters and painters and stair-builders are at work before the walls are firmly and adequately built. A student discusses the use of subjunctives in Anglo-Saxon, the versification in Chaucer, the source of Shakspeare's plots, before he has really read his *Beowulf*, loved his Chaucer, or come to any real knowledge of the Shaksperian plays. In university courses, even those meant for the undergraduate, something of this precocious

stir is sure to make more or less havoc of what should be a process of absorbing and appreciating. Picked scholars may stand this strain, but not the ordinary student. Here, then, lies the chance for a small-college teacher of English — I speak mainly of the literature, and take instruction in themes and composition for granted—to give a real note of distinction to his work. Himself master of his subject, he leads his students, accessible to personal influence, into the best that English literature affords ; he sees that they become thoroughly familiar with this best, know it, love it, desire it ; and he hands them over to the teacher of special courses in the university as men who are not to be rotten with a little Teutonized scholarship before they are ripe with the zeal that is according to knowledge.

FRANCIS B. GUMMERE.

THE GYMNASIUM



THE PHYSICAL ADVANTAGES OF THE SMALL COLLEGE.

Every department of college athletic and recreative life should broadly be included under the term "physical", and this is so closely interwoven with the moral and even the intellectual atmosphere of the college as almost to force a discussion of the one with the other.

The good Haverfordian phrase "a right little, tight little college" nowhere finds a closer application than in our physical life. Whether this be applied to the surroundings and equipment, the courses and system followed, including intercollegiate relations, or to the strictly individual advantages, the reference is equally appropriate. Picture to yourself all that is snug and cosy in a place of private retirement here, a position of complete individuality, yet perfectly harmonious intercollegiate relationship, a protecting privacy and, at the same time, the equally protecting publicity of a thoroughly frank and independent collegiate status, a physical system affording every opportunity for participation in and enjoyment of all forms of healthy exercise—then add to these the unflinching loyalty of a devoted student body, and the above quotation proves its force.

Considered in the threefold relationship mentioned above, possibly first and foremost, in the equipment and surroundings, stands the beautiful new gymnasium, a gift from the Haverford Alumni, erected in 1900—or at a cost of

\$50,000. Its floor space, 60 by 90 feet in the main room, would suffice for a college thrice our size ; its running track is in constant request by neighboring schools ; its swimming pool is appreciated by scores of Alumni who visit Haverford from time to time during the year, and, with its handsome reading room furnished by members of the class of '87, trophy room, directors offices, and the bowling alleys recently added by the Beta Rho Sigma Society, our building is a source of constant pride to the College and of attraction to its guests.

Next in athletic interest would stand the cricket shed, and the three cricket and athletic fields which are at the disposal of the student body—three because the old Grammar School grounds are now reverting to the College. This Haverford equipment is almost unique even in our cricket loving section of the country.

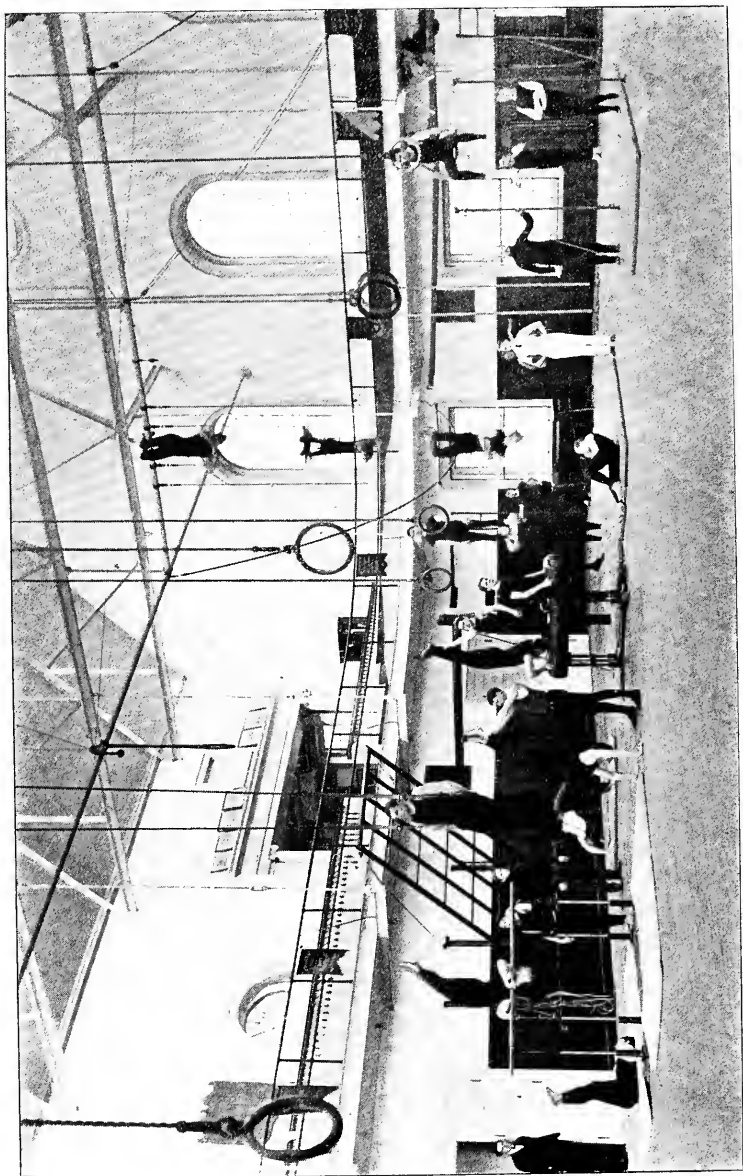
A well laid cinder track of 440 yards, with adjunct straight-away for jumping, good tennis courts, an artificial skating pond constantly cleared of snow during the three winter months, and a golf course with prepared greens, practically complete an equipment adequate for a college of any size.

The reputation of the Walton foot-ball field stands unquestioned among our sister colleges, and the broad expanse of college property affords boundless room for every form of that most important physical feature—outdoor life. It is not the question here of a place to put four practice cricket squads—but simply which to choose.

It is a significant fact that every Haverford student after returning from athletic trips to other colleges, has an increased pride in his alma mater.

As to the courses offered and system followed, the

MAIN FLOOR
OF
THE GYMNASIUM



Haverfordian motto is "not too much, but all of the best."

In physical education, Haverford aims to give every student a thorough working knowledge of anatomy, physiology and hygiene, and to follow this by two years of required and two years of optional gymnastic and athletic drill. The College expends its chief strength upon football in the fall, gymnastics in the winter, athletics in the early spring, and cricket in the late spring and early summer; while tennis, golf, and class base-ball and basket-ball are given appropriate minor positions. Lacrosse and base-ball, as regular sports, are wisely omitted, allowing interest to center in the four chief games.

In the game of cricket Haverford meets Harvard and the University of Pennsylvania in annual championship matches. In other branches of athletics she contests with many of the smaller colleges, and, for practice or exhibition, she meets a number of the larger ones.

A Faculty advisory committee exists at Haverford but its duties are light. The relations between faculty and students are so harmonious that plans are made without friction, and little official exclusion or interference is required.

Four cricket teams in the spring, two foot-ball teams in the fall and three gymnasium teams in the winter, attest the almost universal participation in athletics by the student body. For six weeks in the early spring the entire student body turns out upon Walton field for practice in various sports, and to encourage and foster this work a special prize banner is awarded to the class proving the most faithful in attendance and enthusiastic in its work.

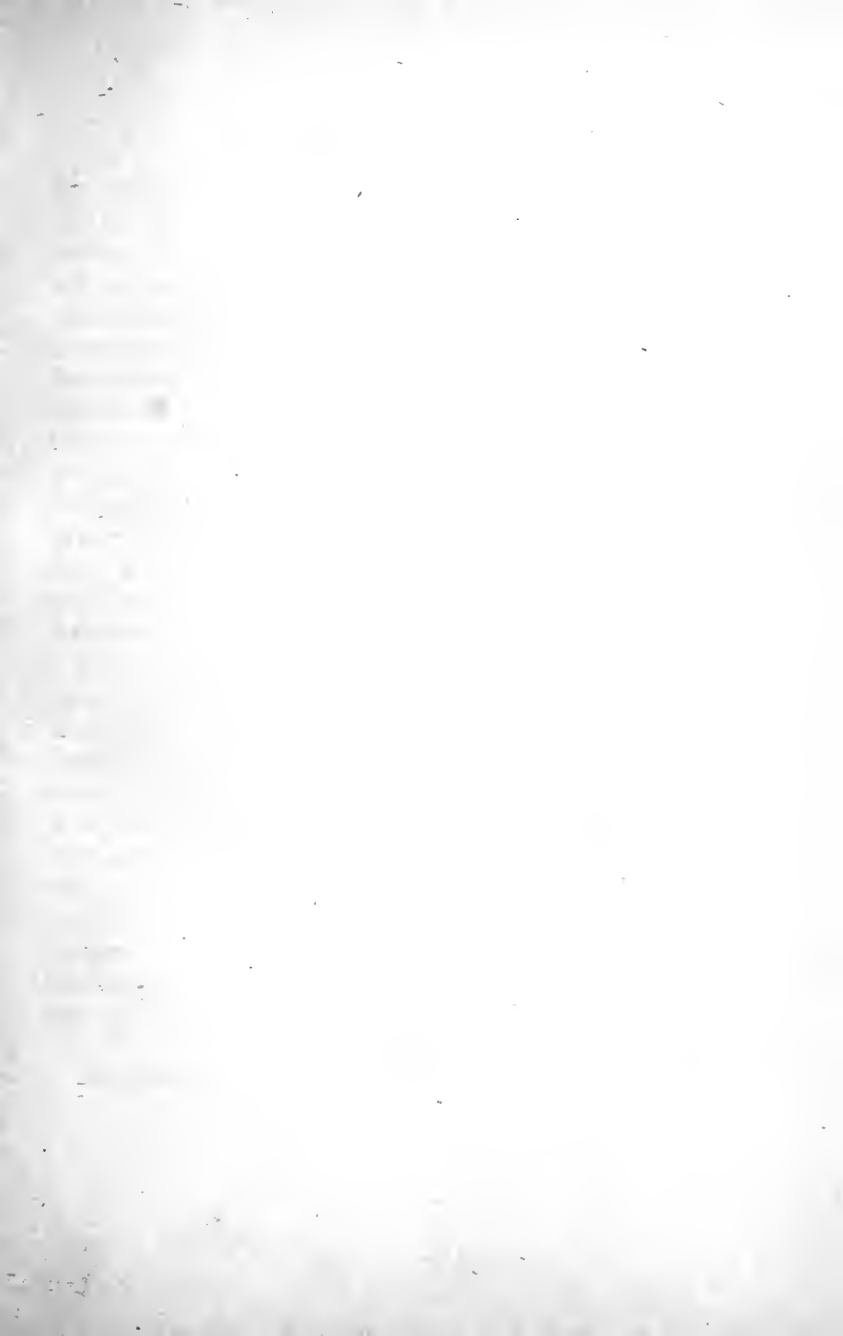
After all, the court of last appeal in any question of

physical education is its value from an individual standpoint, and here, we believe, is the greatest advantage of a small college community. As in the Haverford classes students come into daily contact with professors rather than tutors, so, in the athletic life, the student lives in constant association with the controlling influences of this department. From the time of his entrance into college and his opening physical examination until his graduation year, with, possibly, possession of the much coveted "cricket colors" of the first team, his life is necessarily one of healthful athletic exposure. His personal deficiencies are, without compromising publicity, freely subjected to the frictional smoothing of contact with class and college mate. He is practically forced into more or less athletic activity and whatever sparks of athletic ability exist are fanned into flame.

At Haverford his ideas of true sportsmanlike, non-professional college athletics are strengthened, and, in the words of our good alumnus foot-ball coach, Henry Scattergood, he goes into sport "for sport's sake" alone.

Apart from the work of the literary curriculum, three powerful influences at Haverford—a healthy and vigorous athletic system, a strong and active Young Men's Christian Association, and a tactful and resourceful Faculty, which cements Alumni and students in most harmonious relations—have been, and are still, creating a strong moral "Haverford tone," and this constitutes, perhaps, the highest advantage of a small college.

JAMES A. BABBITT.



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THE SECRETARY OF HAVERFORD COLLEGE
HAVERFORD, PA.

Haverford College Bulletin

Volume I

New Series

Number 4

Issued Quarterly at One Dollar per year

Sixth Month, 1903



Athletic Number

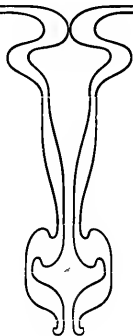
Haverford, Pa.
Published by the College

Entered December 10th, 1902, at Haverford, Pa., as Second Class Matter,
under Act of Congress of July 16th, 1894.



1902-1903

HAVERFORD COLLEGE ATHLETICS



Edited in the Interest of
Haverford Athletics by

JAMES A. BABBITT, M. D.

Director of the Physical Department



IN VIEW of the descriptive character of the recent number of the College Bulletin, it seems best to make this a simple record of the year's work in athletics at Haverford, including a list of the general student organizations in the College.

Without descriptive embellishment, the Athletic annual may still accomplish its primary function of preserving authentic records, and stimulating student athletics.

The editor would express his appreciation to those who have assisted him in collecting details and acknowledge his obligation to the Haverfordian.

JAS. A. BABBITT

Haverford

June 12, 1903





—SEASON—

Football Organization, 1902-3

General Athletic Association

J. B. DRINKER, '03—*President*

H. H. MORRIS, '04—*Vice-President*

A. H. HOPKINS, '05—*Secretary*

C. J. RHOADS, '93—*Treasurer*

Foot Ball Department

J. B. DRINKER, '03—*Chairman*

D. B. MILLER, '03—*Vice-Chairman*

O. E. DUERR, '03—*Manager*

C. N. SHELDON, '04—*Assistant Manager*

A. J. PHILLIPS, '03—*Captain*

Foot Ball Team (Swarthmore Game.)

A. J. PHILLIPS, '03—*Captain and Quarter Back*

R. L. SIMKIN, '03—*Right Guard*

J. K. WORTHINGTON, '03—*Right Tackle*

F. R. WINSLOW, '03, *Substitute Half Back*

P. D. FOLWELL, '04—*Left Guard*

L. M. PERKINS, JR., '04, *Centre Rush*

H. N. THORN, '04, *Left Half Back*

B. ESHLEMAN, '05, *Left End*

H. W. JONES, '05—*Left Tackle*

R. L. PEARSON, '05—*Right End*

A. G. PRIESTMAN, '05—*Substitute Guard*

E. F. JONES, '06—*Right Half Back*

A. T. LOWRY, '06—*Full Back*

Games Played, with Scores

Haverford	5	University of Pennsylvania	18
Haverford	0	Franklin and Marshall	10
Haverford	0	Princeton	30
Haverford	41	Delaware	0
Haverford	43	Rutgers	5
Haverford	5	Ursinus	6
Haverford	0	Lehigh	39
Haverford	0	Dickinson	34
Haverford	11	Jefferson Medical	6
Haverford	0	Swarthmore	22
<hr/>		<hr/>	
105		170	

Touchdowns

A. T. Lowry	7
J. K. Worthington	4
E. F. Jones	3
F. R. Winslow	1
H. W. Jones	1
A. K. Smiley	1

Goals

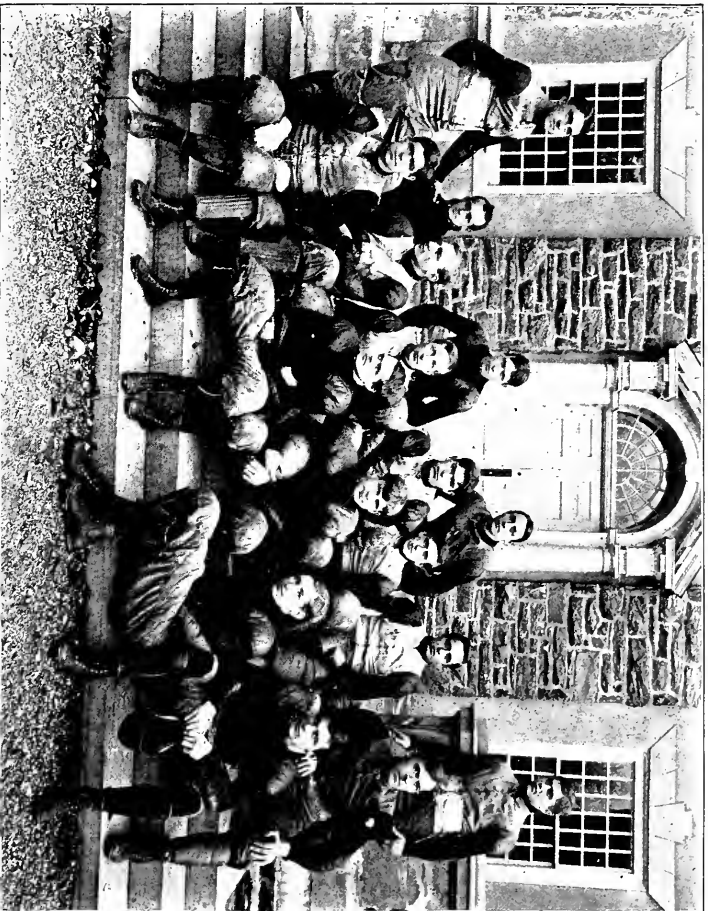
A. T. Lowry	13
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Field Goals

J. B. Drinker	1
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Statistics of Foot Ball Men

	<i>Weight</i>	<i>Height</i>	<i>Age</i>
PHILLIPS	135	5 ft. 2¼ in.	25
SIMKIN	192	6 ft. 3 in.	23
WORTHINGTON	190	6 ft.	20
HODGSON	156	5 ft. 10½ in.	22
WINSLOW	140	5 ft. 7 in.	21
THORN	140	5 ft. 7½ in.	21
MORRIS, C. C.	140	5 ft. 8½ in.	20
LOWRY, R. P.	135	5 ft. 6½ in.	21
PERKINS	165	5 ft. 8½ in.	20
FOLWELL	193	6 ft. 1¾ in.	21
JONES, H. W.	171	5 ft. 10 in.	23
HOPKINS	164	5 ft. 11½ in.	20
PRIESTMAN	157	5 ft. 11¾ in.	18
ESHLEMAN	137	5 ft. 7½ in.	18
PEARSON	148	5 ft. 10 in.	19
JONES, E. F.	162	5 ft. 8½ in.	19
LOWRY, A. T.	173	5 ft. 9½ in.	17
SMILEY	160	5 ft. 10 in.	19
REID	135	5 ft. 8 in.	17



HAVERFORD COLLEGE FOOTBALL TEAM, 1902-3

PHOTO BY POTT & FOLTZ

Foot Ball Emblems

Foot Ball H's and Scrub's were awarded to the following :

Foot Ball H's	Scrub H's
A. J. PHILLIPS, '03	J. R. THOMAS, '04
H. N. THORN, '04	HILLES, '04
H. W. JONES, '05	SCHABACKER, '04
A. T. LOWRY, '06	H. H. MORRIS, '04
E. F. JONES, '06	BOHER, '05
	EVANS, '05
	E. F. WINSLOW, '05
	WHEELER, '05
	FLEMING, '05
	BROWN, '06
	HAINES, '06

Record of Swarthmore-Haverford Games

	HAVERFORD		SWARTHMORE
*1879	1 goal	} 36	13 safeties } 2
	1 touchdown		
	1 safety		
*1883 (spring)	2 safety touchdowns	} 16	6 safeties . } 8
	1 goal		1 touchdown }
1883 (fall)	9 12	1893 0 50	
1884 10 6		1894 0 32	
1885 40 10		1895 24 0	
1887 16 40		1896 42 6	
1888 6 0		1897 8 6	
1889 10 4		1898 12 0	
1890 14 30		1899 12 34	
1891 0 62		1900 10 17	
1892 6 22		1901 6 6	
		1902 0 22	
Totals		225	359

*These games were played under a different system of scoring. The managers do not count them in the present series.

Report of Charles J. Rhoads, Treasurer of Haverford College Athletic Association

General Fund

DR.		Deficit	Surplus
To Dues from Undergraduates	\$572 50		
To Dues from Alumni	270 00		
To Appropriation from Skating Pond	220 00		
To Interest on Deposit Account, etc.	6 10		
	<u>\$1,068 60</u>		
CR.			
By Appropriation to Foot Ball	\$169 00		
Cricket	338 00		
Gymnasium	169 00		
Track	169 00		
Interscholastic Meet	204 81		
Miscellaneous expenses	7 44		
Balance	<u>11 35</u>	11	35
	<u>\$1,068 60</u>		

Foot Ball

DR.		
To Balance	\$2 39	
To Gate Receipts and Guarantees	2,087 52	
To Appropriation from General Fund	169 00	
To Miscellaneous Receipts	129 00	
	<u>\$2,387 91</u>	
CR.		
By Travelling Expenses, Meals, etc.	\$305 24	
By Equipment	704 43	
By Medical and Special Supplies	231 06	
By Guarantees	222 70	
By Officials	155 00	
By Miscellaneous Expenses	597 08	
Balance	<u>172 40</u>	172 40
	<u>\$2,387 91</u>	

HAVERFORD COLLEGE

II

Cricket

DR.

To Balance	\$24 67
To Appropriation from Trust Fund.	50 00
To Appropriation from General Fund	338 00
	<u>\$412 67</u>

CR.

By Equipment	\$204 00
By Travelling Expenses	75 00
By Miscellaneous Expenses	81 55
Balance	52 12
	<u>\$412 67</u>

52 12

Gymnasium

DR.

To Balance	7 00
To Receipts from Exhibitions	360 73
To Appropriation from General Fund	169 00
Deficit	46 30
	<u>\$583 03</u>

46 30

CR.

By Equipment	\$198 63
By Guarantees	130 80
By Travelling Expenses	110 00
By Miscellaneous Expenses	143 60
	<u>\$583 03</u>

Track

DR.

To Balance	\$8 16
To Appropriation from General Fund	169 00
Deficit	15 59
	<u>\$192 75</u>

15 59

CR.

By Equipment	\$13 95
By Guarantees	45 00
By Travelling Expenses	25 00
By Miscellaneous Expenses	108 80
	<u>\$192 75</u>

Cash Balance May 24th, 1903 173 98

\$235 87

\$235 87

Examined and found correct

(Signed)

J. M. STEERE, Auditor.

Philadelphia, May 24th, 1903

Regulations for the Wearing of College Colors and H

**It Seems Advantageous to Publish in the Annual, the Rules as to the
Wearing of the College Emblems**

FIRST. All committees for awarding college emblems shall be held responsible to the College Association.

SECOND. The cricket colors shall consist of the cricket sweater, the scarlet and black striped blazer and cap, and the scarlet and black sash. The cricket sweater shall be white, with low neck and a lower waistband of scarlet and black, one and one-half ($1\frac{1}{2}$) inches wide, and shall have on the breast a scarlet Cricket H. Cricket H shall be a block letter H four and a half ($4\frac{1}{2}$) inches across the top and five (5) inches in height.

The cricket colors shall be worn by the members of the first eleven of any year, when such members are formally given their colors by the Ground Committee of the Cricket Club.

THIRD. The foot-ball colors shall be awarded after the last game of each season by the Captain and Manager of the Foot-Ball Team and the President of the Foot-Ball Association. These three men shall select the first fourteen players, including the captain, who shall be entitled to wear the foot-ball H.

The foot-ball sweater shall be red, with black neck, wristlets, and waistband. The foot-ball H shall be a black block letter H six (6) inches across the top and seven and a half ($7\frac{1}{2}$) inches in height. The wristlets and waistband shall each be three and one-half ($3\frac{1}{2}$) inches in width.

Men who are not entitled to wear the foot-ball sweaters shall not appear with the foot-ball H on any sweater, nor shall they wear the scarlet and black striped stockings or jerseys, except upon the foot-ball field.

FOURTH. The track emblems shall be awarded by the Ground Committee of the Athletic Association and shall be worn only by men winning a point in an inter-collegiate scratch contest, except in dual meets, when the winner of first place only shall receive the track H.

The track uniform shall consist of a scarlet and black striped sleeveless jersey ; white running trousers, with red and black ribbon stripes down the sides, and the track sweater, which shall be a plain cardinal red sweater with the track H on the breast. The track H shall be five and a half ($5\frac{1}{2}$) inches in width by six and a half ($6\frac{1}{2}$) inches in height, and be a black block letter H.

FIFTH. The hockey colors shall be awarded by the captain and manager of the Hockey Team and the President of the Hockey Association. These three men shall select the first eight players, including the captain, who shall be entitled to wear the H. C.

The hockey jersey shall be as follows : A black body with striped sleeves, a scarlet neck and a scarlet waistband. The stripes, one (1) inch in width, shall be alternate scarlet and black. The H. C. shall be scarlet block letters four and one-fourth ($4\frac{1}{4}$) inches by two and one-half ($2\frac{1}{2}$) inches.

SIXTH. The gymnasium sweater shall be awarded by the captain and manager of the Gymnasium Team, who shall determine the number of men to receive these emblems. The gymnasium uniform shall consist of a jersey, a sweater, black tights, black trunks and white gymnasium shoes. The gymnasium jerseys shall be scarlet with short sleeves. The gymnasium emblem shall be a monogram consisting of a black H ($4\frac{1}{2}$ inches in height and $4\frac{1}{2}$ inches width), a black C ($3\frac{3}{4}$ inches long and $2\frac{1}{4}$ inches wide) and a black G of the same dimensions. The C shall be placed upon the upper right hand section of the H, likewise the G upon the lower left hand section. The design shall conform to that of previous years. The gymnasium sweater shall be black throughout. The emblem shall conform with that of the gymnasium jersey. The letters shall be scarlet. The H shall be six (6) inches by five (5) inches. The C and G each shall be four (4) inches high by four and one-half ($4\frac{1}{2}$) inches long.

SEVENTH. The scrub foot-ball sweater shall be awarded at the end of each foot-ball season to those men who in the opinion of the 'Varsity captain, the scrub captain and the 'Varsity manager, have done the best work throughout the season. The number of sweaters shall not exceed eleven.

The sweater shall be of a black body of striped alternate scarlet and black neck and wristlets. The stripes shall be one-half ($\frac{1}{2}$) inch in width and the wristlets four (4) inches in width. The monogram shall consist of a scarlet H seven (7) inches in height by six (6) inches in width. A scarlet Arabic numeral "2" two (2) inches by one and one-half ($1\frac{1}{2}$) inches and a scarlet Roman numeral eleven (XI) of the same relative dimensions. The Arabic numeral "two" shall be placed within the H above the cross-bar and the Roman numeral "eleven" below the cross-bar.

EIGHTH. The managers of the various teams may wear the sweaters and jerseys of their respective teams without the emblems.

NINTH. No person shall be entitled to wear any of the emblems, uniforms, or parts of uniforms, above mentioned, until that person shall have been authorized to do so by the committees having charge of the awarding of the same.

Annual Fall Tennis Tournament

SINGLES

Preliminary	First Round	Second Round	Third Round	Semi-finals	Finals	Winner
	Peirce, '05.....	Smiley.....	Wills.....	Lee.....	Lee.....	Lee.....
	Smiley, '06.....	6-1, 6-4				
	Brinton, '04.....	Wills	6-2, 7-5	Lee.....	Lee.....	Lee.....
	Wills, '04.....	6-3, 6-1				
	Lee, '05.....	Lee.....	Lee.....	Lee.....	Lee.....	Lee.....
	Schabacker, '04	6-1, 6-1				
	Mott, '06.....	Doughton	6-4, 6-1	Lee.....	Lee.....	Lee.....
	Doughten, '06..	By Default				
	Helbert, '04.....	Spencer.....	Spencer.....	Spencer.....	Spencer.....	Spencer.....
	Spencer, '06.....	6-0, 6-0				
	Monroe, '06.....	Sheldon.....	By Default	Spaeth.....	Spaeth.....	Spaeth.....
Sheldon, '04.....	Sheldon.....	6-1, 6-3				
Kimber, '04.....	6-3, 6-4	Dickson	Spaeth.....	Spaeth.....	Spaeth.....	Spaeth.....
Edsall, '06.....	Peirce.....					
Peirce, '03.....	6-0, 6-1	Dickson	Spaeth.....	Spaeth.....	Spaeth.....	Spaeth.....
Dickson, '06.....	Dickson.....					
Cary, '06.....	6-2, 6-0	Spaeth.....	Spaeth.....	Spaeth.....	Spaeth.....	Spaeth.....
Hopper, '06.....	Hopper					
Bainbridge, '06	6-4, 8-6	Spaeth.....	Spaeth.....	Spaeth.....	Spaeth.....	Spaeth.....
Spaeth, '06.....	Spaeth.....					
Shortlidge, '06.	6-4, 6-4	Bonbright.....	Bonbright..	Bonbright	Bonbright	Bonbright
Kratz, '04.....	Sheldon.....					
Sheldon, '06.....	6-1, 6-1	Bonbright.....	Bonbright..	Bonbright	Bonbright	Bonbright
Bonbright, '04..	Bonbright					
Boher, '05.....	6-2, 6-0	Cadbury.....	Cadbury.....	Cadbury.....	Cadbury.....	Cadbury.....
Burgess, '04.....	Taylor					
Taylor, '06.....	6-3, 6-4	Ritts	Ritts	Ritts	Ritts	Ritts
Smyth, '05.....	Cadbury.....					
Cadbury, '03....	3-6, 6-4, 8-6	Reid	Reid	Reid	Reid	Reid
Lester, '04.....	Lester.....					
C. C. Morris, '04	By Default	Reid	Reid	Reid	Reid	Reid
	Ritts, '05.....					
	Prof. Reid.....	Pleasants	Pleasants	Pleasants	Pleasants	Pleasants
	Hilles, '04.....					
	Pleasants, '06...	Cookman.....	Cookman.....	Cookman.....	Cookman.....	Cookman.....
	White, '03.....					
	Maloney, '06....	Hancock ...	Hancock ...	Hancock ...	Hancock ...	Hancock ...
	Dominovich					
	Dominov'h, 'c3	Hancock	Hancock	Hancock	Hancock	Hancock
	Cookman, '05...					
	Hoskins, '03....	Hancock	Hancock	Hancock	Hancock	Hancock
	Megear, '04.....					
	Prof. Hancock	Hancock	Hancock	Hancock	Hancock	Hancock

DOUBLES

First Round	Second Round	Semi-finals	Finals
Sheldon & Spencer, '06.....	Sheldon & Spencer	Lee & Spaeth.....	Lee & Spaeth.....
Bainbridge & Hopper, '06..	By Default		
Lee & Spaeth, '05.....	Lee & Spaeth.....	Cadbury & Hoskins	Cadbury & Hoskins
H. H. Morris, '4 & Smyth, '5	6-1, 6-1		
Cadbury & Hoskins, '03....	Cadbury & Hoskins	Hilles & Megear ...	Hilles & Megear ...
Brinton & Schabacker, '04	6-0, 7-5		
Doughten & Mott, '06.....	Doughten & Mott..	Pleasants & Smiley	Pleasants & Smiley
Dickson & Taylor, '06.....	6-2, 6-2		
Hilles & Megear, '04.....	Hilles & Megear...	Murray & Peirce...	Murray & Peirce...
Maloney & Monroe, '06.....	6-2, 6-2		
Boher & Ritts, '05.....	Bonb't & Cookm'n	Cary & Shortlidge, '06.....	Cary & Shortlidge, '06.....
Bonbright, '4 & Cookman, '5	6-0, 3-6, 6-3		
Pleasants & Smiley, '06.....	Pleasants & Smiley	Cary & Shortlidge, '06.....	Cary & Shortlidge, '06.....
Burgess & Lester, '04.....	6-2, 6-4		
Murray & Peirce, '05.....	Murray & Peirce...	Cary & Shortlidge, '06.....	Cary & Shortlidge, '06.....
Cary & Shortlidge, '06.....	6-4, 8-6		

Sophomore-Freshman Sports

October 27th, 1902

100 YARDS DASH.—Won by Brown, '06; second, H. W. Jones, '05; third, Winslow, '05. Time, 11 seconds.

HALF MILE RUN.—Won by Bushnell, '05; second Miller, '06, third, Cox, '05. Time, 2 minutes 13 seconds (record).

RUNNING HIGH JUMP.—Won by Philips, '06; second, Pleasants, '06; third, a tie between Priestman, '05, and Cary, '06. Height, 5 feet 3 inches.

220 YARDS DASH.—Won by Priestman, '05; second and third, a tie between Eshleman, '05, and H. W. Jones, '05. Time, 25 3-5 seconds.

SHOT PUT.—Won by Lowry, '06; second, Philips, '06; third, Pleasants, '06. Distance, 32 feet 1 inch.

120 YARDS HIGH HURDLES.—Won by Brown, '06; second, Pleasants, '05; third, Downing, '05. Time, 17 4-5 seconds (record).

440 YARDS DASH.—Won by Priestman, '05; second, Winslow, '05; third, Eshleman, '05. Time, 57 seconds (record).

RUNNING BROAD JUMP.—Won by Brown, '06; second, Pleasants, '06; third, Smiley, '06. Distance, 19 feet 9 inches (record).

Sports were won by the Freshmen with a score of 42 1-2 to 29 1-2.

Association Foot Ball

Organization

President—A. J. PHILLIPS, '03

Vice-President—H. M. SCHABACKER, '04

Secretary and Treasurer—A. G. PRIESTMAN, '05

Manager—C. C. MORRIS, '04

Captain—H. H. MORRIS, '04

Games Played

Haverford vs. Germantown Academy Past and Present

December 20

GERMANTOWN ACADEMY	HAVERFORD
Pugh	goal Thomas
Pusey	left full-back Priestman
Davis	right full-back Pleasants
L. Vail	left half-back Cookman
Stoever	centre half-back Bradley
Tibbot	right half-back C. C. Morris
Shoemaker	left wing Downing
F. Vail (Capt.)	left side Spaeth
A. Vail	centre H. H. Morris (Capt.)
Potts	right inside Reid
Wolff	right wing Haines

Goal—F. Vail. Referee—Barney, G. A. Linesmen—Thorn and Bushnell, Haverford. Time of halves—25 and 20 minutes.

Score—Germantown, 1; Haverford, 0.

January 17

HAVERFORD

GERMANTOWN

Wills	goal	Wistar
Kimber	right full-back	Davis
Folwell	left full-back	Pusey
Cookman	right half-back	Stoever
C. C. Morris	centre half-back	Potts
Downing	left half-back	L. Vail
Spaeth	outside right	Wolff
Priestman	inside right	Hartwell
H. H. Morris	centre forward	A. Vail
Reid	inside left	F. Vail
E. M. Evans	outside left	Newhall

Goals—Priestman, Spaeth, L. Vail, F. Vail. Referee—Barney, G. A. Linesmen—Young, G. A., and Shields, G. A. Time of halves—30 and 25 minutes.

Score—Haverford, 2 ; Germantown Academy, 2.

January 24

HAVERFORD

W. PHILADELPHIA

Wills	goal	Fallows
Pearson	right full-back	Pointer
Pleasants	left full-back	Smith
Downing	right half-back	Jackson
Bradley	centre half-back	Haines
Cookman	left half-back	Goodwin
Reid	outside right	Thompson
Priestman	inside right	Taylor
H. H. Morris	centre forward	Chambers
Spaeth	inside left	Bushnell
E. M. Evans	outside left	Melville

Goals—Priestman, Haines, Chambers. Referee—Bainbridge. Linesmen—Brown, Harvey. Time of halves—30 minutes.

Score—Haverford, 2 ; West Philadelphia, 1.



Gymnastic Organization

Officers

S. N. WILSON—*Chairman*

J. R. THOMAS—*Vice-Chairman*

D. B. MILLER—*Manager*

W. S. BRADLEY—*Assistant Manager*

O. E. DUERR—*Captain*

DR. J. A. BABBITT—*Director*

J. M. S. EWING, '06—*Assistant*

S. G. SPAETH, '05—*Accompanist*

1st Team

O. E. Duerr, Capt.

W. P. Bonbright

D. L. Burgess

C. R. Haig

T. K. Brown

A. T. Lowry

W. Carson

E. Jones

2nd Team

E. Ritts, Capt.

F. R. Winslow

H. H. Morris

C. C. Morris

J. R. Thomas

W. T. Hilles

E. F. Winslow

E. M. Evans

A. H. Hopkins

H. W. Jones

C. S. Lee

R. E. Cary

J. R. Stratton

Haverford and Yale Joint Gymnastic Exhibition

January 22, 1903

Program

MUSIC.

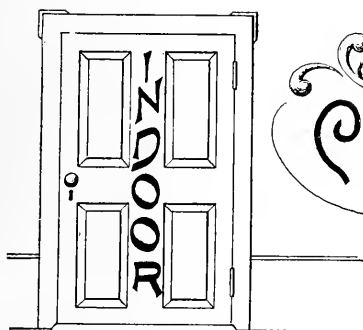
Haverford College Mandolin Club.

- 1 HORIZONTAL BAR HAVERFORD
Duerr, Haig, Morris, Thomas, Lowry.
- 2 HORSE YALE
Anderson, Wakeman, Schenker, Amick.
- 3 CLUB SWINGING YALE
Mix.
- 4 HIGH HORSE HAVERFORD 2D
H. H. Morris (leader), F. R. Winslow, Perkins, Evans,
Hopkins, H. W. Jones, Priestman, Ritts, E. F. Winslow,
Stratton, Cary.
- 5 PARALLEL BARS YALE
De Sola, Anderson, Kogel, Schenker.
- 6 RINGS HAVERFORD
Duerr, Haig, Morris, Thomas.

MUSIC

Haverford College Mandolin Club.

- 7 TUMBLING YALE
Anderson, Kogel, Warren, Smith.
- 8 CLUB SWINGING HAVERFORD
Cadbury (leader), Peirce, Wilson, Bonbright, Burgess,
Lester, Withers, Kratz, Downing, Shortlidge, Seely, Edsall.
- 9 PYRAMIDS HAVERFORD 2D
Hilles (leader), Kimber, Pleasants, Lee, Spaeth, H. H. Mor-
ris, F. R. Winslow, Perkins, Evans, H. W. Jones, Hopkins,
Ritts, E. F. Winslow, Stratton, Cary, Priestman, Cox.
- 10 HORIZONTAL BAR YALE
De Sola, Anderson, Kogel, Wakeman.
- 11 SPECIAL TUMBLING HAVERFORD
Duerr, Drinker, Haig, Thomas, Lowry.



Gymnasium Records

Running High Jump . . .	E. B. Conklin, '99	5 ft. 9 $\frac{1}{8}$ in.
Spring Board Jump . . .	W. B. Rodney, '97	7 ft. 2 in.
Horizontal Bar Jump . . .	F. B. Jacobs, '97	8 ft. 3 in.
Fence Vault	A. R. Yearsley, 1901	6 ft. 6 in.
High Kick	J. W. Reeder, 1902	9 ft. 6 in.
Putting Shot	W. W. Hall, 1902	38 ft. 5 in.
R. Hop, Step and Jump . .	J. W. Reeder, 1902	37 ft. 9 in.
Std. Broad Jump	W. V. Dennis, 1902	10 ft. $\frac{1}{2}$ in.
Std. High Jump	W. V. Dennis, 1902	4 ft. 6 in.
Chest Pull up	F. N. Vail, '89	37
Chest Dip	F. N. Vail, '89	44
High Dive	{ F. B. Conklin, '99 } { H. H. Jenks, 1900 } 5 ft. 5 in.

Annual Inter-Scholastic Gymnastic and Athletic Meeting

The second annual Interscholastic Indoor Athletic and Gymnastic Meeting was held in the Haverford College Gymnasium on the evening of February 27th. There were altogether one hundred and thirty-nine entries, representing fourteen schools in Philadelphia and its vicinity.

Summary :

SHOT PUT—Won by Piersoll, Penn Charter; second, Roberts, Germantown; third, Folwell, Haverford.

FLYING RINGS—Won by Dempster, Episcopal; second, Binns, Episcopal; third, tie between Doddridge and Rice, Cheltenham.

HORIZONTAL BAR—Won by Butler, Trinity; second, Baker, Episcopal; third, More, Lawrenceville.

220 YARDS DASH—Won by Swan, Lawrenceville; second, Prescott, St. Luke's.

RUNNING HIGH JUMP—Won by Moorshead, Penn Charter; second, tie between Cathrall, Haverford, and Smith, DeLancey.

HIGH KICK—Won by Roberts, Germantown; second, Huff, Blight; third, Tibbott, Germantown.

PARALLEL BARS—Won by Akahoshi, Lawrenceville; second, Butler, Trinity; third, Neill, Lawrenceville.

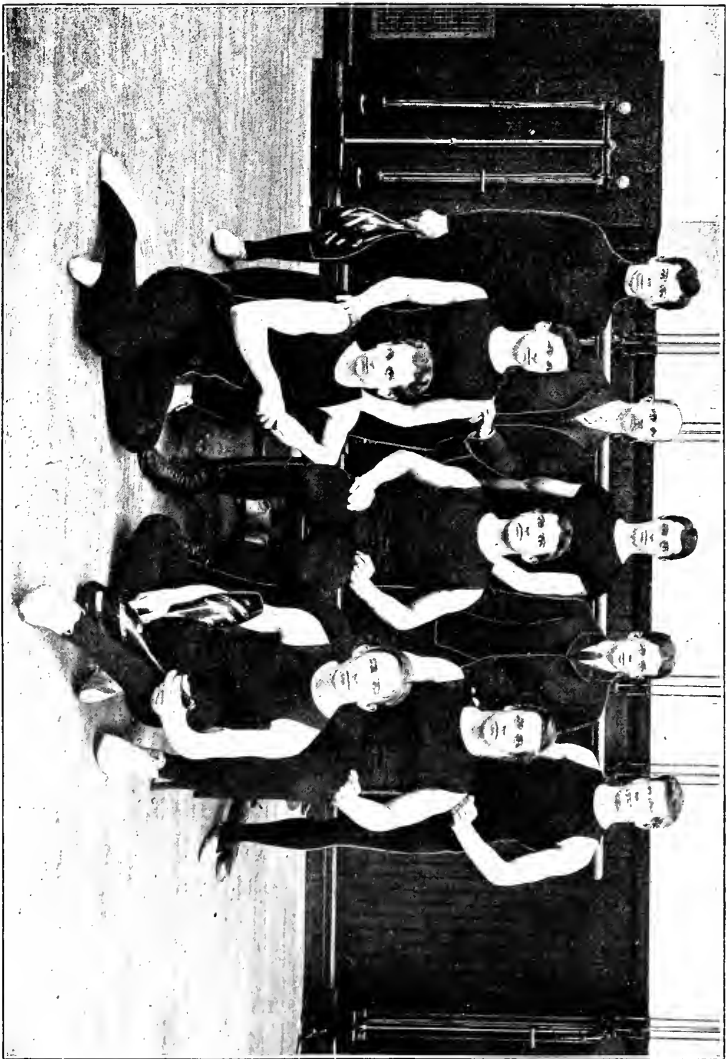
TUMBLING—Won by Butler, Trinity; second, Neill, Lawrenceville; third, Lakenan, Trinity.

HORSE—First, Freeman, Lawrenceville; second, Shoemaker; third, Law.

FENCE VAULT—First, Atlee, Lawrenceville; second, Durant, St. Luke's; third, Bonsack,

TWENTY YARD DASH—First, Lee, Episcopal; second, Swan, Lawrenceville.

CLUB SWINGING—First, Sayre, Lawrenceville; second, Bradford, Episcopal; third, Pearsall, Yeates.



HAVERFORD COLLEGE GYMNASIUM TEAM, 1902-3

PHOTO BY POIT & FOLZ



Gymnastic Contest

Haverford vs. University of New York

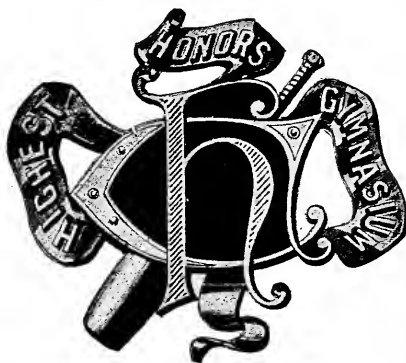
March 5, 1903

Summary :

1. PARALLEL BARS—Won by Belcher, N. Y. U.; second, DeZafra, N. Y. U.; Haig, Brown, Haverford.
2. HORIZONTAL BAR—Won by S. R. Miller, N. Y. U.; second, Duerr, Haverford; S. L. Miller, N. Y. U., Lowry, Haverford.
3. SIDE HORSE—Won by Peck, N. Y. U.; second, Belcher, N. Y. U.; E. M. Evans, Carson, Haverford.
4. TUMBLING—Won by Hardy, N. Y. U.; second, Duerr, Haverford; Williamson, N. Y. U.; Haig, Haverford.
5. CLUB SWINGING—A tie between Bonbright, Haverford and Stevenson, N. Y. U.; Brayden, N. Y. U.; Burgess, Haverford.
6. FLYING RINGS—Won by Peck, N. Y. U.; second, Duerr Haverford; Prochazka, N. Y. U.; Haig, Haverford.

JUDGES—Mr. R. Stoll, Dr. Wood, Mr. L. W. Gearhart.

FINAL SCORE—N. Y. U., 35; Haverford, 13.



Annal Gymnastic Contest

Haverford vs. Lehigh

March 21st, 1903

Results :

HORIZONTAL BAR—First, Duerr, '03, (Capt.) Haverford ; second, Evans, '06, Lehigh.

PARALLEL BARS—First, Miller, '06, Lehigh; second, Haig, '04, Haverford.

CLUB SWINGING—First, Burgess, '04, Haverford ; second, Bonbright, '04, Haverford.

FLYING RINGS—First, Duerr, '03, Haverford; second, Haig, '04, Haverford.

HORSE—First, Mervine, '05, (Capt.) Lehigh; second, Stauffer, '06, Lehigh.

TUMBLING—First, Isert, '05, Lehigh ; second, Lowry, '06, Haverford.

JUDGES—Dr. A. H. Sharp, E. L. Eliason, and Dr. W. B. Noble.

SCORE—Haverford, 27; Lehigh, 21.

Music by the Haverford Mandolin Club.



General Athletic Organization

J. B. DRINKER—*President*

H. H. MORRIS—*Vice-President*

A. H. HOPKINS—*Secretary*

C. J. RHOADS—*Treasurer*

Track Department

R. L. SIMKIN—*Chairman*

A. J. PHILLIPS—*Vice Chairman*

J. K. WORTHINGTON—*Manager*

A. H. HOPKINS—

Assistant Manager

H. H. MORRIS—*Captain*

Athletic Team

H. H. MORRIS, *Captain*

G. PEIRCE

D. FOLWELL

A. H. HOPKINS

H. JONES

G. PRIESTMAN

J. L. SCULL

E. F. WINSLOW

T. K. BROWN

A. T. LOWRY

J. D. PHILLIPS

W. K. MILLER

The Walton Prize Cup

PRESENTED by Mr. Ernest F. Walton, of the Class of 1890 for the encouragement of individual athletic work, and to be awarded annually to the student who wins the highest total of points in athletic competition during the college year, and subject to the following conditions :

1. The athletic events accepted shall be those of the annual inter-class athletic meeting, the sophomore-freshman athletic sports, the Pennsylvania relay carnival, the annual Princeton handicap games, and the I. C. A. A. A. A. meeting. Additional events may be accepted at the discretion of the committee of award.

2. Points shall count as follows :

Inter-Class Athletic Meeting—Five, three and one for first, second and third places, respectively.

Sophomore-Freshman Sports—Three, two and one for first, second and third places.

Pennsylvania Relay Carnival—Five or three points for each member of the team winning first or second place.

Princeton Handicap Meeting—Ten, six and two for first, second and third places.

I. C. A. A. A. A. Meeting—Twenty, fifteen, ten and five points for first, second, third and fourth places, respectively.

3. The athletic sub-committee of the general advisory athletic committee of the alumni and students shall constitute the committee of award.

4. The winner of the Cup shall hold the same for one year and his name with total points won shall be inscribed upon it.

5. The Cup shall be returned to the athletic director immediately after the Inter-collegiate Meeting (I. C. A. A. A. A.), and shall be re-awarded within the two weeks following the same meeting.

6. The conditions above outlined may be modified at the unanimous wish of the joint student and alumni committee with the consent of the donor.



15th Annual Field Days of the Haverford College Athletic Association

Preliminary Day

April 11

100-YARDS DASH—First heat won by C. C. Morris, '04; second, R. P. Lowry, '04; third, Winslow, '05. Time $11\frac{1}{2}$ sec.; second heat won by Scull, '05; second, Brown, '06; third, Thorn, '04. Time, 11 1-5 sec.

SHOT PUT—Won by Hopkins, '05; second, Peasants, '06; third, Philips, '06. Distance, 35 ft., $3\frac{1}{2}$ in.

HALF MILE RUN—Won by H. H. Morris, '04; second, Miller, '06; third, Bushnell, '05. Time 2 min. 10 4-5 sec.

RUNNING HIGH JUMP—Won by Philips, '06; second, tie between Hopkins, '05 and Pleasants, '06. Height, 5 ft. $6\frac{1}{2}$ in.

200-YARDS DASH—First heat won by R. P. Lowry, '04, second, Priestman, '05. Time 25' 1-5 sec. Second heat won by C. C. Morris, '04; second, Winslow, '05; third, Thorn, '04. Time, 25 2-5 sec.

POLE VAULT—Won by Scull, '05; second, Philips, '06; third, tie between Pleasants, '06 and Smiley, '06. Height, 9 ft.

220-YARDS HURDLES—Won by Brown, '06; second, Hopkins, '05; third, Priestman, '05. Time 29 3-5 sec.

Annual Spring Meeting

Final Day

April 29

100-YARDS DASH—Won by J. L. Scull, '05; second, T. K. Brown, '06; third, C. C. Morris, '04. Time 11 1-5 sec.

ONE MILE RUN—Won by H. H. Morris, '04; second, W. K. Miller, '06; third, C. S. Bushnell, '05. Time 4 min. 52 sec.

RUNNING BROAD JUMP—Won by A. H. Hopkins, '05; second, T. K. Brown, '06; third, E. F. Jones, '06. Distance, 20 ft. 6½ in. record.

220-YARDS DASH—Won by C. C. Morris, '04; second, E. F. Winslow, '05; third, R. P. Lowry, '04. Time, 24 2-5 sec.

120-YARDS HURDLES—Won by T. K. Brown, '06; second, A. H. Hopkins, '05; third, W. P. Bonbright, '04. Time 17 1-5 sec.

HAMMER THROW—Won by A. T. Lowry, '06; second, H. W. Jones, '05; third, P. D. Folwell, '04. Distance, 104 ft. 5 in.

440-YARDS DASH—Won by A. G. Priestman, '05; second, E. F. Winslow, '05; third, G. Peirce, '03; Time, 55 4-5 sec.

Individual Points

Hopkins, '05, 18 points, and one record; Brown, '06, 16 points; H. H. Morris, '04, 10 points; and Philips, '06, 9 points.

The final score was: 1903—1 point; 1904—19 points; 1906—43 points; and 1905—45 points. 1905 wins the meet.

Haverford-Lehigh Athletic Contest

May 27th, 1903

100-YARDS DASH—Brown (Haverford), first; Van Duyne (Lehigh), second; Crowthers (Lehigh), third. Time, 10 4-5 sec.

RUNNING BROAD JUMP—Brown (Haverford), first; Hopkins (Haverford), second; Saffold (Lehigh), third. Distance, 21 ft. ½ in. (Haverford Record).

ONE-HALF MILE RUN—Hayes (Lehigh), first; Morris (Haverford), second; Klar (Lehigh), third. Time, 2 min. 8 1-5 sec.

120-YARDS HURDLES—Brown (Haverford), first; Hopkins (Haverford), second; Harrower (Lehigh), third. Time, 17 2-5 sec.

PUTTING SHOT—Gott (Lehigh), first; Hopkins (Haverford), second; Pentz (Lehigh), third. Distance, 36 ft. 9 in.

220-YARDS DASH—Van Duyne (Lehigh), first; Crowther (Lehigh), second; Winslow (Haverford), third. Time, 24 sec.

POLE VAULT—Sammis (Lehigh), first; Pentz (Lehigh), second; Scull (Haverford), Lowry (Haverford), tied third. Height, 9 ft. 4 in.

HAMMER THROW—Jones (Haverford), first; Lowry (Haverford), second; Banfield (Lehigh), third. Distance, 122 ft 2 in. (Haverford Record).

220-YARDS HURDLES—Saffold (Lehigh), first; Henderson (Lehigh), second; Hopkins (Haverford), third. Time, 28 sec.

RUNNING HIGH JUMP—Philips (Haverford), first; Roszel (Lehigh), second; Hopkins (Haverford), Van Boires (Lehigh), tied third. Height, 5 ft. 8½ in. (Haverford Record).

ONE MILE RUN—Morris (Haverford), first; Miller (Haverford), second; Klar (Lehigh), third. Time, 4 min. 53 second.

440-YARDS RUN—Van Duyne (Lehigh), first; Hayes (Lehigh), second; Priestman (Haverford), third. Time 54 3-5 sec.

Totals—Lehigh, 55½; Haverford, 52½.

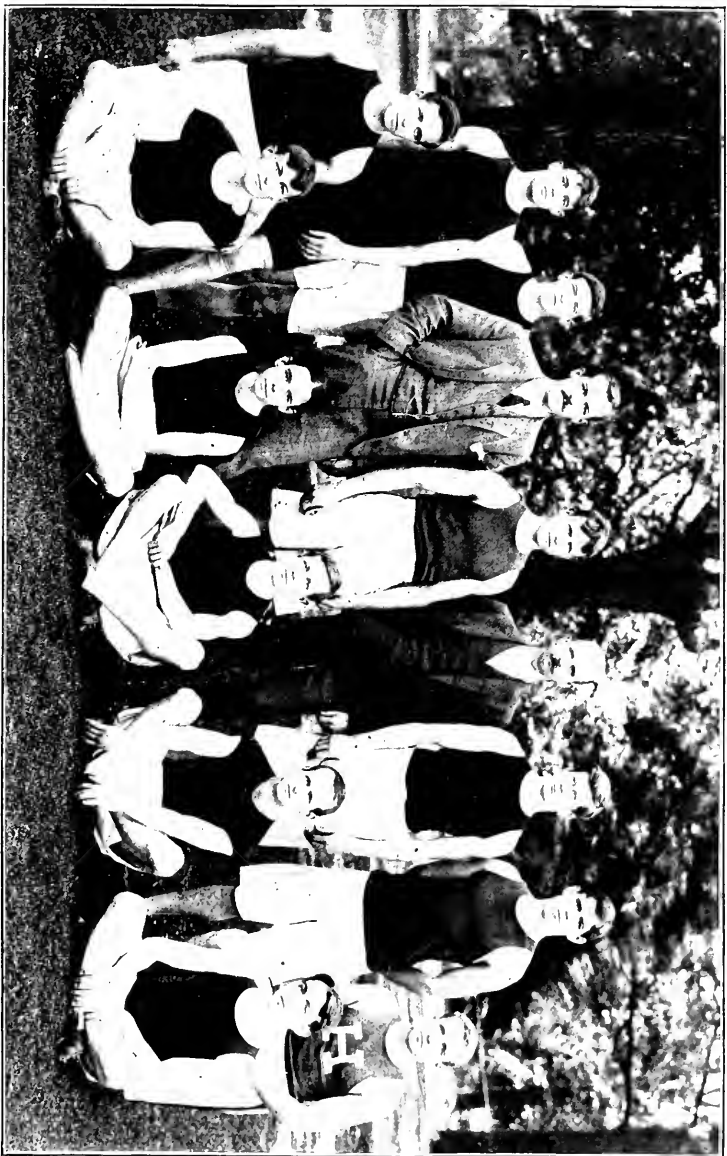


<i>Event</i>	<i>Made by</i>	<i>Time or Dist.</i>	<i>When Made</i>
100-Yards Dash . . .	{ W. W. Hall, '02 . . .	10 2-5 sec. . . .	1899
	{ E. Y. Brown, Jr., '01 . . .	10 2-5 sec. . . .	1900
220-Yards Dash . . .	W. W. Hall, '02 . . .	23 sec. . . .	1899
440-Yards Dash . . .	W. B. Rodney, '97 . . .	53½ sec. . . .	1897
Half-Mile Run . . .	T. F. Bausman, '05 . . .	2 min. 5 2-5 sec. . .	1902
One-Mile Run . . .	H. H. Morris, '04 . . .	4 min. 45 2-5 sec. .	1902
Standing Broad Jump	E. B. Conklin, '99 . . .	9 ft. 7½ in. . . .	1899
Running Broad Jump	T. K. Brown, Jr., '06 . .	21 ft. ½ in. . . .	1903
*Running High Jump	J. D. Philips, '06 . . .	5 ft. 8½ in. . . .	1903
Putting Shot . . .	W. W. Hall, '02 . . .	37 ft. 8 in. . . .	1899
Throwing Hammer .	H. Jones, '05 . . .	122 ft. 2 in. . . .	1903
120-Yards Hurdles . .	J. E. Lloyd, '00 . . .	17 sec. . . .	1900
220-Yards Hurdles . .	J. Wallace Reeder, '02 . .	27 sec. . . .	1902
Throwing Cricket Ball	W. W. Justice, Jr., '00 . .	355 ft. 3 in. . . .	1900
Pole Vault . . .	{ R. H. Patton, '01 . . .	9 ft. 7 in. . . .	1901
	{ J. Scull, '05 . . .	9 ft. 7 in. . . .	1902

Winners of the Walton Prize Cup

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Points</i>
1901	J. W. Reeder	1902	23
1902	J. W. Reeder	1902	53½

*At the Princeton Handicap games in 1899, E. B. Conklin, '99, representing Haverford, jumped 6 ft. 1 in.



HAVERFORD COLLEGE ATHLETIC TEAM, 1902-3

PHOTO BY ROLFE

Haverford in Outside Competition

Princeton Handicap Games

HAVERFORD ENTRIES :

Broad Jump—A. H. Hopkins, '05 ; T. K. Brown, Jr., '06.

High Jump—J. D. Phillips, '06.

Shot Put—A. H. Hopkins, '05.

440-Yds. Dash—A. G. Priestman, '05.

Half-Mile—H. H. Morris, '04, C. S. Bushnell, '05.

Mile Run—H. H. Morris, '04. Won third place.

High Hurdles—T. K. Brown, Jr., '06. Won third place.

Inter-Collegiate Athletic Meeting

HAVERFORD REPRESENTED BY :

H. H. Morris, '05

T. K. Brown, Jr., '06

J. D. Phillips, '06

Inter-Class Matches

FOOT BALL GAME, 1905 vs. 1906—Score 6 to 5. Won by 1905.

INTER-CLASS SPORTS—Won by 1905.

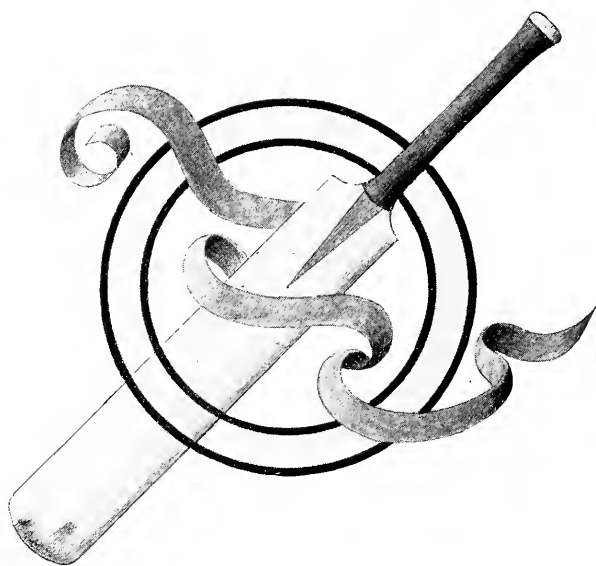
Score—1903, 1 point ; 1904, 19 points ; 1905, 45 points ;
1906, 43 points.

INTER-CLASS CRICKET GAMES :

1903 vs. 1906—Cancelled

1905 vs. 1906—Won by 1905. Score, 238-214

1904 vs. 1905—Won by 1905. Score, 271-74



Cricket Organization and Teams

Cricket Department

H. H. MORRIS, 1904, *Chairman*

J. B. DRINKER, 1903, *Vice-Chairman*

W. P. BONBRIGHT, 1904, *Manager*

R. L. PEARSON, 1905, *Assistant Manager
and Secretary*

Ground Committee

J. B. DRINKER, 1903

W. P. BONBRIGHT, 1904

C. C. MORRIS, 1904, *Captain*

R. L. PEARSON, 1905

<i>1st XI</i>	<i>2nd XI</i>	<i>3rd XI</i>
C. C. Morris, Capt.	R. P. Lowry, Capt.	H. J. Cadbury, Capt.
J. B. Drinker	P. D. Folweil	O. E. Duerr
H. H. Morris	C. R. Haig	G. Peirce
W. P. Bonbright	S. G. Spaeth	D. L. Burgess
A. H. Hopkins	V. W. Wheeler	W. M. C. Kimber
A. G. Priestman	T. S. Downing	W. M. Wills
R. L. Pearson	E. M. Evans	W. S. Bradley
E. C. Peirce	E. Ritts	S. M. Boher
A. T. Lowry	H. H. Cookman	W. H. Haines
H. Pleasants	J. D. Philips	E. F. Bainbridge
H. W. Doughten	A. C. Dickson	E. F. Jones
	R. J. Shortledge	J. Monroe
	F. R. Taylor	

Published Cricket Schedules for 1903

FIRST ELEVEN

April 26	GERMANTOWN C. C.	At Haverford
May 2	BELMONT	At Elmwood
May 5	NEXT FIFTEEN	At Haverford
May 14	ALL-SCHOLASTIC	At Haverford
May 16	MERION C. C.	At Haverford
May 20	PENNSYLVANIA	At Manheim
May 21	HARVARD	At Cambridge
May 23	MOORESTOWN	At Haverford
May 27	PHILADELPHIA C. C.	At Wissahickon
May 30	NEW JERSEY C. C.	At Haverford
June 6	NEXT FIFTEEN	At Haverford
June 10	ALUMNI	At Haverford

SECOND ELEVEN

April 28	GRAMMAR SCHOOL	At "The Oaks"
May 2	NEXT FIFTEEN	At Haverford
May 5	FIRST ELEVEN	At Haverford
May 9	PHILADELPHIA C. C.	At Haverford
May 16	OVERBROOK	At Overbrook
May 23	MERION C. C.	At Haverford
May 30	LINDEN	At Camden
June 6	FIRST ELEVEN	At Haverford

THIRD ELEVEN

April 27	CENTRAL HIGH SCHOOL	At Haverford
May 2	SECOND ELEVEN	At Haverford
May 9	FRIENDS' SELECT	At Haverford
May 14	GERMANTOWN JRS.	At Haverford
May 16	DELANCEY	At Haverford
May 23	FRIENDS' SELECT	At Haverford
May 26	PENN CHARTER	At Haverford
May 30	MERION JRS.	At Haverford



GYMNASIUM

PHOTO BY CHASE

Record of Matches, 1903

FIRST ELEVEN GAMES

April 26	Haverford	85	
	Germantown	73	
May 2	Haverford	125	
	Belmont	104	
May 5	Haverford	161	
	Next Fifteen	123	
May 9	Haverford	262	(5 wickets)
	Philadelphia	107	(5 wickets)
May 16	Haverford	154	
	Merion	68	
May 20, 28	Haverford	199	
	Univ. of Penna.	271	
May 21	Haverford	181	
	Harvard	56	
May 23	Haverford	195	
	Moorestown	103	
May 27	Haverford	241	
	Philadelphia C. C.	147	
May 30	Haverford		
	New Jersey C. C.		

SECOND ELEVEN GAMES

April 28	Haverford	38	
	Haverford Grammar School	59	
May 2	Haverford	98	
	Next Fifteen	27	
May 5	Haverford (fifteen men)	123	
	First Eleven	161	
May 30	Haverford	13	
	Linden	168	

THIRD ELEVEN GAMES

May 2	Haverford (fifteen men)	27	
	Second Eleven	98	
May 9	Haverford	55	
	Friends' Select	77	
May 23	Haverford	130	
	Friends' Select	90	(5 wickets)
May 30	Haverford	13	
	Merion Juniors	168	

Haverford vs. Pennsylvania

PENNSYLVANIA

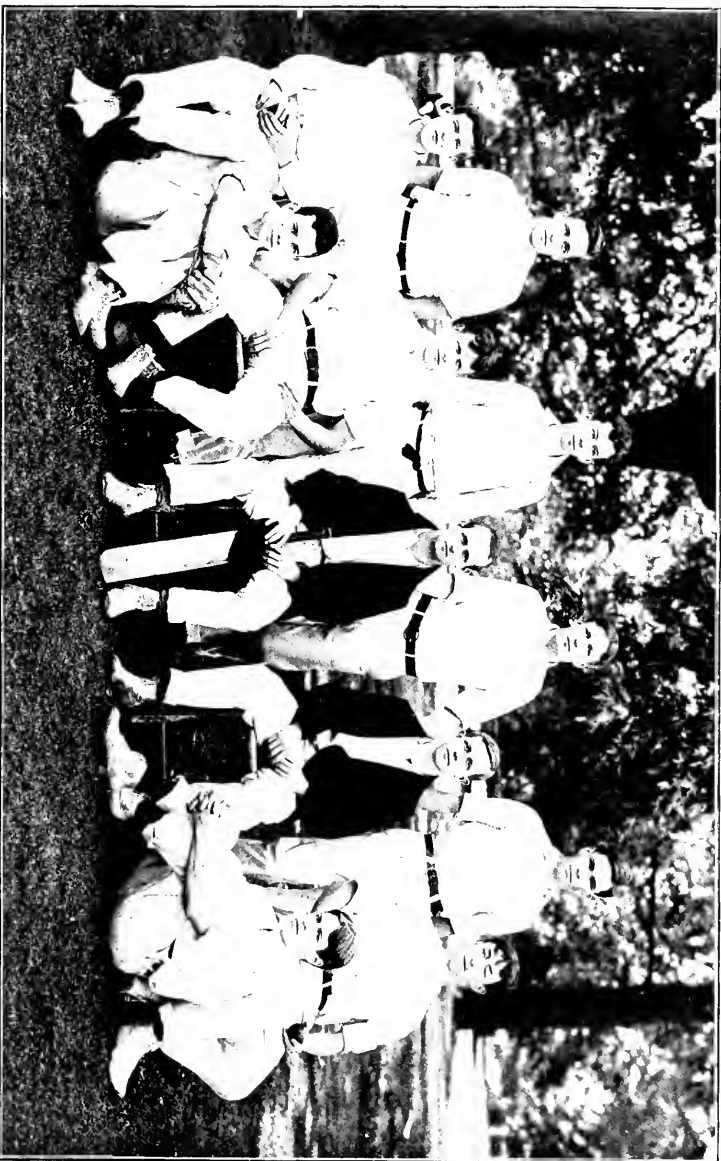
	RUNS.
F. S. White, b. Pleasants	15
W. D. Banes, b. Priestman	3
G. F. Dansey, not out	92
E. S. Hare, b. Priestman	0
G. V. Smith, c. Bonbright, b. Hopkins	32
H. Christman, b. Bonbright	15
H. C. Weeks, c. Hopkins, b. Bonbright	4
J. W. Potts, b. Priestman	47
P. Nicholson, run out	12
W. C. Graham, run out.	20
J. R. Freelan, b. Pleasants	15
Extras	16
Total	271

BOWLING ANALYSIS

	B.	M.	W.	R.
Priestman	168	8	3	89
Pleasants	210	11	2	69
Drinker	42	2	0	23
Hopkins	48	0	1	27
Bonbright	48	2	2	23

HAVERFORD

C. C. Morris, run out	82
H. H. Morris, c. Banes, b. Potts.	1
J. B. Drinker, c. Dansey, b. Hare	4
S. T. Lowry, c. Dansey, b. Potts	12
H. W. Doughten, c. Christman, b. Hare.	6
S. H. Hopkins, c. Potts, b. Weeks	13
R. L. Pearson, c. "sub," b. Weeks	22
S. G. Priestman, not out	48
W. P. Bonbright, c. "sub," b. Weeks	2
H. Pleasants, Jr., b. Hare.	2
E. C. Peirce, c. "sub," b. Hare	0
Extras.	7
Total	199



HAVERFORD COLLEGE CRICKET TEAM, 1902-3

PHOTO BY ROLFE

BOWLING ANALYSIS

	B.	M.	W.	R.
Potts	150	2	2	80
Weeks	90	1	3	38
Hare	78	2	4	48
Freeland	6	0	0	8
Banes	18	0	0	18

Haverford vs. Harvard

HARVARD

	RUNS
A. Drinkwater, c. Priestman, b. Pleasants	3
W. W. Taylor, b. Pleasants	0
C. H. Carter, c. Pearson, b. Pleasants	10
S. W. Mifflin, c. Pleasants, b. Priestman	9
F. C. Taylor, b. Pleasants	5
F. Rothermel, c. and b. Pleasants	11
E. E. Trout, c. Lowry, b. Pleasants	0
E. W. Evans, b. Pleasants	2
D. Tyng, c. C. C. Morris, b. Priestman	1
Grainer, not out	0
C. W. Stork, b. Pleasants	0
Extras	15
Total	56

BOWLING ANALYSIS

	B.	M.	W.	R.
Pleasants	75	3	8	14
Priestman	72	4	2	26

HAVERFORD

	RUNS
C. C. Morris, c. Stork, b. Taylor	4
H. H. Morris, not out	101
R. L. Pearson, b. Taylor	10
H. W. Doughten, Jr., b. Taylor	0
J. B. Drinker, c. Rothermel, b. Taylor	1

A. T. Hopkins, c. Evans, b. Taylor	8
S. G. Priestman, b. Taylor	22
A. T. Lowry, i. b. w., S. W. Mifflin	0
W. P. Bonbright, c. Grainer, b. Taylor	15
H. Pleasants, Jr., b. Taylor	0
E. C. Peirce, c. Morgan, b. Mifflin	0
Extras	20

Total . . . 181

BOWLING ANALYSIS

	B.	M.	W.	R.
Taylor	114	2	8	76
Carter	—	—	—	48
Stork	12	0	0	17
Mifflin	51	0	—	—

Class Games

1906 vs. 1905

(FIRST GAME)

April 30th, 1903

1906

Lowry, c. Cookman, b. Pearson	8
Pleasants, b. Pearson	1
Philips, c. and b. Priestman	0
Doughton, run out	20
Dickson, b. Hopkins	10
Shortlidge, c. Priestman, b. Pearson	15
Taylor, b. Hopkins	0
Haines, not out	7
Bainbridge, c. Spaeth, b. Hopkins	0
Hopper, b. Hopkins	0
Jones, b. Pearson	4
Extras	17
Total	82

BOWLING ANALYSIS

	P.	M.	W.	R.
Priestman	66	1	1	28
Pearson.	72	5	4	19
Hopkins	48	0	4	20

1905

Pearson, c. Shortlidge, b. Lowry	4
Priestman, b. Lowry	14
Hopkins, b. Lowry	5
Wheeler, b. Pleasants	1
Evans, c. Dickson, b. Pleasants.	19
Cookman, b. Lowry	4
Ritts, c. Shortlidge, b. Lowry	8
Spaeth, c. and b. Pleasants	9
Cates, run out	2
Peirce, c. Taylor b. Lowry	3
Boher, not out	5
Extras.	7
Total	82

BOWLING ANALYSIS

	B	M.	W.	R.
Pleasants	84	2	3	27
Dickson	6	0	0	8
Lowry	74	1	6	43

1905 vs. 1906

(SECOND GAME)

Lowry, b. Hopkins	9
Philips, b. Hopkins	0
Doughten, c. Hopkins, b. Hopkins	71
Pleasants, b. Pearson	6
Shortlidge, b. Hopkins	0
Dickson, c. Pearson, b. Pearson	3

Taylor, c. Ritts, b. Pearson	12
Haines, b. Hopkins	0
Bainbridge, b. Priestman	9
Hopper, c. Wheeler, b. Priestman	0
Jones, not out	2
Extras	20
First inning	82
Total	214

BOWLING ANALYSIS

	B.	M.	W	R.
Priestman	99	7	2	27
Hopkins	114	2	5	51
Pearson	75	3	3	39

1905

Pearson, b. Lowry	0	
Priestman, not out	58	
Hopkins, not out	90	
Wheeler	} Did not bat }	—
Evans		—
Cookman		—
Ritts		—
Spaeth		—
Cates		—
Peirce		—
Boher		—
Extras	8	
First inning	82	
Total	238	

BOWLING ANALYSIS

	B.	M.	W.	R.
Pleasants	78	3	0	49
Lowry	30	0	1	43
Taylor	6	0	0	15
Dickson	36	0	0	41

1905 vs. 1904

May 11, '03

1905

Pearson, c. Lowry, b. Morris, C. C.	32
Priestman, c. Bonbright, b. Folwell	58
Hopkins, b. Folwell	14
Evans, c. and b. Morris, C. C.	11
Wheeler, b. Morris, C. C.	27
Downing, b. Folwell	12
Cookman, c. Folwell, b. Wills	4
Spaeth, c. Haig, b. Bonbright	32
Ritts, stumped, Lowry, b. Morris, C. C.	42
Peirce, not out	4
Boher, stumped, Lowry, b. Morris, C. C.	2
Extras	33
Total	271

BOWLING ANALYSIS

	B.	M.	W.	R.
Folwell	156	1	3	108
Bonbright	96	2	1	45
Morris, C. C.	114	0	5	82
Wills	12	0	1	11

1904

Morris, C. C., c. Ritts, b. Hopkins	32
Morris, H. H., c. Cookman, b. Priestman	4
Haig, b. Hopkins	7
Bonbright, c. Boher, b. Priestman	4
Folwell, b. Hopkins	4
Lowry, c. Cookman, b. Hopkins	3
Wills, c. Boher, b. Hopkins	2
Burgess, c. and b. Priestman	8
Bradley, not out	0
Kimber, c. Cookman, b. Hopkins	0
Thorn, c. Spaeth, b. Priestman	7
Extras	3
Total	74

BOWLING ANALYSIS

	B.	M.	W.	R.
Priestman	76	2	4	36
Hopkins	72	2	6	38



Cricket Prizes

1902

AWARDED AS FOLLOWS :

FIRST ELEVEN.

COLORS, to N. A. Scott, '02; E. J. Bevan, '04; W. P. Bonbright, '04; H. H. Morris, '04.

The Cope Prize Bat, for the best batting average, to C. C. Morris, '04; average 35 2-7.

The Congdon Prize Ball, for the best bowling average, to N. A. Scott, '02; average 10 23-25.

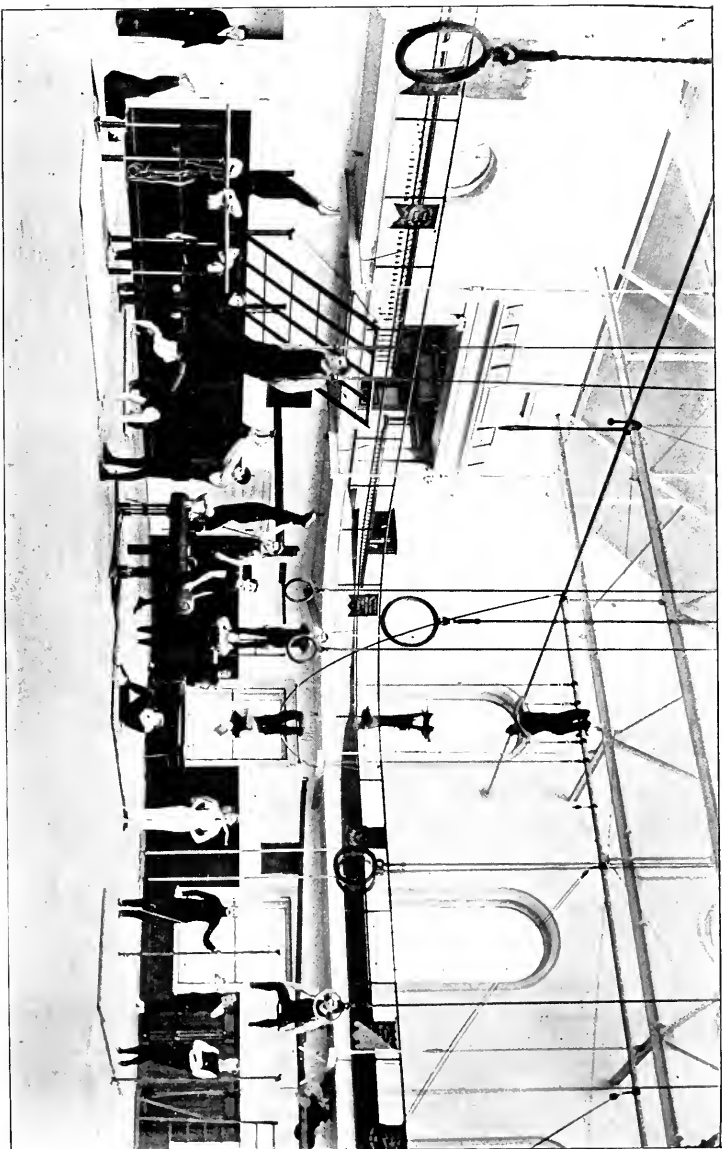
The Haines Prize Fielding Belt, for the best work in the field, to A. C. Wood, Jr. '02.

SECOND ELEVEN

The Class of '85 Prize Bat, for the best batting average, to C. R. Haig, '04; average 17¼.

The Class of '85 Prize Ball, for the best bowling average, to A. H. Hopkins, '85; average 6 8-10.

The Class of '85 Prize Belt, for the best work in the field, to H. N. Thorn, '04, with honorable mention to E. W. Evans, '05.



MAIN FLOOR OF GYMNASIUM

OTHER PRIZES.

The Dorian Prize Bat, presented by Dr. W. P. Mustard, for the highest individual score in any scheduled match, to A. C. Wood, Jr., '02, for his score of 100 not out, against Harvard, May 24, 1902.

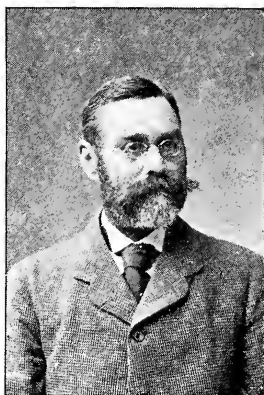
The Improvement Bat, given to the Sophomore or Freshman making the most improvement during the year, to C. R. Haig, '04.

The Shakespeare Prize Bat, for the Freshman making the highest score against the Sophomores in the match for the Inter-Class Championship, to V. W. Wheeler, '05, for his score of 28.

The C. R. Hinchman Prize Bat, presented by C. R. Hinchman, '96, for the best batting average in the Inter-Collegiate matches, to A. C. Wood, Jr., '02; average 152.

The Christian Febiger Prize Ball, presented by Christian Febiger, '00, for the best bowling average in the Inter-Collegiate matches, to R. M. Gummere, '02; average 5.

Class of '85 Prize Ball, for the Inter-Class Championship, to the Class of 1904.



The Cope Prize Bat

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	E. T. COMFORT	'78	18.83
1878—	E. T. COMFORT	'78	10.03
1879—	SAMUEL MASON	'80	14.
1880—	SAMUEL MASON	'80	17.57
1881—	T. N. WINSLOW	'81	12.5
1882—	G. B. SHOEMAKER	'83	9.6
1883—	W. F. PRICE	'81	11.88
1884—	SAMUEL BETTLE	'85	17.25
1885—	SAMUEL BETTLE	'85	23.
1886—	G. S. PATTERSON	'88	32.8
1887—	A. C. GARRETT	'87	35.66
1888—	T. E. HILLES	'88	9.6
1889—	R. L. MARTIN	'92	13.
1890—	C. H. BURR, JR	'89	19 14
1891—	J. W. MUIR,	'92	38.5
1892—	J. W. MUIR,	'92	26.25
1893—	J. A. LESTER	'96	100 5
1894—	J. A. LESTER	'96	62.2
1895—	J. A. LESTER	'96	49.83
1896—	J. A. LESTER	'96	41.1
1897—	C. G. TATNALL	'97	9.85
1898—	T. WISTAR	'98	21.75
1899—	F. C. SHARPLESS	1900	26.
1900—	F. C. SHARPLESS	1900	37.
1901—	C. C. MORRIS	1904	21.89
1902—	C. C. MORRIS	1904	35.29

The Congdon Prize Ball

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877	J. M. W. THOMAS	'78	1.11
1878	F. T. COMFORT	'78	6.47
1879	W. C. LOWRY	'79	5.81
1880	B. V. THOMAS	'83	5.78
1881	W. L. BAILY	'83	5.31
1882	A. C. CRAIG	'84	4.30
1883	W. L. BAILY	'83	8.00
1885	W. S. HILLES	'85	4.50
1886	A. C. GARRETT	'87	8.25
1887	J. W. SHARP, JR.	'88	7.86
1888	H. P. BAILY	'90	5.47
1889	H. P. BAILY	'90	5.86
1890	H. P. BAILY	'90	6.50
1891	D. H. BLAIR	'91	17.50
1892	JOHN ROBERTS	'93	7.33
1893	JOHN ROBERTS	'93	7.90
1894	A. P. MORRIS	'95	5.97
1895	A. P. MORRIS	'95	6.46
1896	J. A. LESTER	'96	6.19
1897	R. S. WENDELL	1900	8.25
1898	L. W. DEMOTTE	1901	5.22
1899	W. S. HINCHMAN	1900	9.40
1900	L. W. DEMOTTE	1901	6.00
1901	L. W. DEMOTTE	1901	8.13
1902	N. A. SCOTT	1902	10.92

The Haines Prize Fielding Belt

<i>Year</i>	<i>Name</i>	<i>Class</i>
1877—	A. L. BAILY	'78
1878—	J. E. SHEPPARD	'79
1879—	A. P. CORBITT	'80
1880—	W. F. PRICE	'81
1881—	B. V. THOMAS	'83
1882—	S. B. SHOEMAKER	'83
1883—	W. L. BAILY	'83
1884—	W. S. HILLES	'85
1885—	W. F. PRICE	'81
1886—	J. W. SHARP, JR.	'88
1887—	H. P. BAILY	'90
1888—	C. H. BURR, JR.	'89
1889—	J. S. STOKES	'86
1890—	J. W. MUIR	'90
1891—	G. THOMAS, 3D	'91
1892—	S. W. MORRIS	'94
1893—	W. W. SUPPLEE	'95
1894—	F. P. RISTINE	'94
1895—	J. H. SCATTERGOOD	'96
1896—	A. G. SCATTERGOOD	'98
1897—	A. G. SCATTERGOOD	'98
1898—	A. G. SCATTERGOOD	'98
1899—	W. S. HINCHMAN	1900
1900—	W. V. DENNIS	1902
1901—	C. C. MORRIS	1901
1902—	A. C. WOOD, JR.	1902

Class ^{AND} College — Departments —

Student, College and Class Officers

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D. B. MILLER, '03, *Vice-President*

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E. M. EVANS, '05, *Treasurer*

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Henry Cope, '69	John A. Lester, '96
Jos. W. Sharp, Jr., '88	Dr. Francis B. Jacobs, '97
Dr. Thos. F. Branson, '89	Alfred M. Collins, '97
Charles J. Rhoads, '93	Isaac Sharpless } Faculty
Samuel Bettle, Jr., '95	Dr. Jas. A. Babbitt } Members

Students

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Duerr, '03	Worthington, '03
Miller, '03	Bonbright, '04
Philips, '03	C. Morris, '04
Simkin, '03	H. Morris, '04

COLLEGE CLUBS

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W. E. SWIFT, '03 ; C. C. MORRIS, '04 ; C. N. SHELDON, '04 ;
and H. N. THORN, '04.



HAVERFORDIAN BOARD, 1902-3

PHOTO BY KUHBLER

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H. J. CADBURY, '03

S. C. WITHERS, '04

W. P. BONBRIGHT, '04

J. B. DRINKER, '03

GEORGE PEIRCE, '03

H. M. SCHABACKER, '04

Cabinet, 1903-1904

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L. B. SEELY

E. RITTS

S. W. KRATZ

H. M. SCHABACKER

E. M. EVANS

W. P. BONBRIGHT

D. L. BURGESS

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The Haverfordian

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SIGMUND G. SPAETH, 1905

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B. LESTER, 1904 *Assistant Business Manager*

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ARTHUR T. LOWRY, 1906

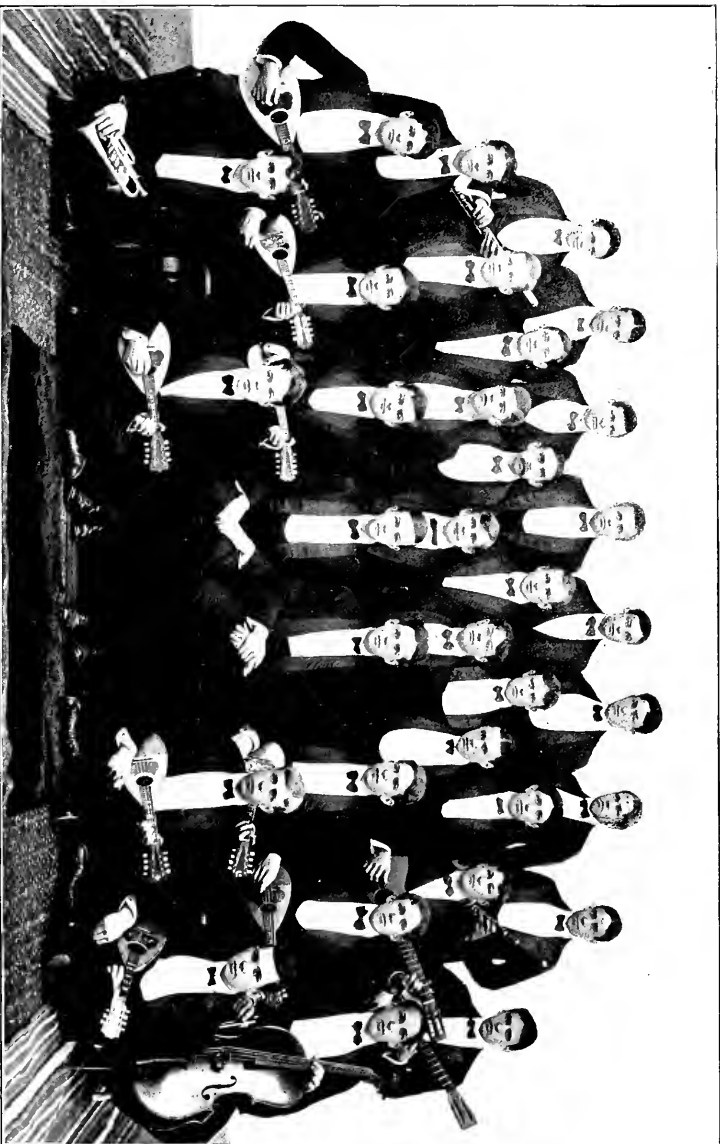
RAPHAEL J. SHORTLIDGE, 1906

FRANCIS R. TAYLOR, 1905

BERNARD LESTER, 1904 *Business Manager*

J. D. PHILIPS, 1906 *Assistant Business Manager*

J. W. MOTT, 1906 (resigned).



HAVERFORD COLLEGE MUSICAL ASSOCIATION, 1902-3

PHOTO BY GILBERT & BACON



Spoon Men

1873 HENRY COPE HAINES

1874 JAMES EMLÉN

1875 MILES WHITE, JR.

1876 FRANK H. TAYLOR

1877 ISAAC W. ANDERSON

1878 ALBERT L. BAILY

1879 WILLIAM C. LOWRY

1880 JAMES LYNCH

1881 WILLIAM H. COLLINS

1882 T. CHALKLEY PALMER

1883 W. ALPHEUS WHITE

1884 CHARLES R. JACOB

1885 RUFUS M. JONES

1886 WILFRED W. WHITE

1887 RICHARD J. WHITE

1888 JOSEPH W. SHARP, JR.

1889 THOMAS F. BRANSON

1890 WILLIAM PERCY SIMPSON

1891 GEORGE THOMAS, 3RD

1892 W. NELSON LOFLIN WEST

1893 JOHN ROBERTS

1894 DAVID SHEARMAN TABER, JR.

1895 FRANK HENRY CONKLIN

1896 LEVI HOLLINGSWORTH WOOD

1897 CHARLES HENRY HOWSON

1898 WALTER C. JANNEY

1899 JOSEPH PAUL MORRIS

1900 HORACE HOWARD JENKS

1901 WILLIAM EDWARD CADBURY

1902 EDGAR EARL TROUT

Musical Club Organization

Officers

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W. T. HILLES, '04—*Secretary-Manager*

D. B. MILLER, '03 } —*Leaders*
E. P. WEST, '04 }

Cadbury, '03	Haig, '04	Eshleman, '05
Davis, '03	Helbert, '04	Hopkins, '05
Drinker, '03	Kratz, '04	Peirce, '05
Hoskins, '03	Lester, '04	Ritts, '05
Miller (Leader), '03	Perkins, '04	Scull, '05
Phillips, '03	Sheldon, '04	Sheldon, '05
Simkin, '03	Stokes, '04	Smyth, '05
Wilson, '03	Thorn, '04	Spaeth, '05
Worthington, '03	Withers, '04	Winslow, '05
Bradley, '04	West, '04	Pleasants, '06
Folwell, '04	Cookman, '05	Tunney, '06

PHILADELPHIA
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1903



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Haverford College Bulletin

Volume I

New Series

Number 5

Issued Quarterly at One Dollar per year

Ninth Month, 1903



Alumni Number

Haverford, Pa.

Published by the College

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under Act of Congress of July 16th, 1894.





Abstract of the Proceedings
of the
Forty-seventh Annual Meeting
of the
Alumni Association
of
Haverford College

Held in Roberts Hall, June 10th, 1903

Alumni Oration
by
William Wistar Comfort, Ph. D., '94

List of Graduates and Honorary Degrees.

PHILADELPHIA
PRESS OF THE LEEDS & BIDDLE CO.
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1903

THE Forty-Seventh Annual Meeting of the Alumni Association of Haverford College was held at Haverford, in Roberts Hall, on June 10th, 1903.

The President, Mr. Wm. M. Coates, '63, owing to a delayed train was unable to be present at the opening of the meeting. The secretary accordingly called the meeting to order at 6.15 P. M., and, in the absence of all of the vice-presidents, Mr. George G. Mercer, '77, was requested to take the chair until the arrival of the President who appeared a few minutes later.

On motion, the roll call was omitted, but apparently about seventy-five members were present.

The reading of the minutes of the last annual meeting was dispensed with on motion inasmuch as printed copies of the minutes had been sent to each member of the Association.

Following the usual order of business the annual report of the Executive Committee was read and accepted. The report is as follows :

To the Alumni Association of Haverford College :—

Your Executive Committee respectfully submits the following report.

The Committee has held two meetings during the past year, one in the Autumn and one this Spring.

The question of the finances of the Association claimed the attention of your Committee, and the Treasurer was authorized to issue a circular appeal for annual contributions, to which appeal there was a gratifying response.

The usual mid-winter dinner of the Association was held on February 13th, 1903, at the University Club, at

which 151 persons were present ; the largest attendance ever known at an Alumni Dinner. The occasion was unusually successful, thanks to the speakers, who were as follows :—

President Isaac Sharpless
Hon. Dimmer Beeber
Dr. Martin G. Brumbaugh
Francis R. Cope, Jr.

Acting in accordance with a resolution passed at the last Annual Meeting, your Committee, early last Fall, was fortunate in securing as an orator for this year, Dr. William Wistar Comfort, who will speak on "A Book we Think we have Read."

Reports of the various standing committees have been received and will be read.

The deaths of the following graduates and matriculates of Haverford College, have been reported to the Secretary :—

John Collins, '38
George Randolph, '39
Isaac Collins, '42
Alfred H. Smiley, '49
Benjamin Brooke, '60

Respectfully submitted,
C. J. RHOADS, *Secretary*.

Philadelphia, May 21st, 1903.

The Committee on Membership submitted the following report, which was accepted and the gentlemen named are admitted to membership in the Association.

To the Alumni Association of Haverford College:—

The committee appointed at the last annual meeting to nominate new members reports that it hereby nominates the following gentlemen :—

Le Roy Harvey, '94
Andrew M. Stokes, '99
William R. Chamberlain, '00
William G. Freedley, Jr., '00
Macmillan Hoopes, '00
John A. Logan, Jr., '00
Moses Marshall, '00
Grayson M.-P. Murphy, '00
Harry H. Stuart, '00
Linden H. White, '00
Charles F. Allen, '01
Theodore J. Grayson, '01
Edward L. Macomber, '01
George B. Mellor, Jr., '01
Herbert W. Moore, '01
Alexander C. Tomlinson, '01
I. Herbert Webster, '01
Andrew B. Caswell, '02
William W. Hall, '02
Carl Johnson, '02
Hudson G. Jones, '02
Silas Lane, '02
Galloway C. Morris, '02
Percival Nicholson, '02
Stockett M. Whitely, '02
Casper Wistar, '02

Respectfully submitted,

Haverford, June 10th, 1903. HENRY COPE, '69, *Chairman.*

The Treasurer submitted the following report which was accepted.

ALUMNI ASSOCIATION OF HAVERFORD COLLEGE.

TREASURER'S REPORT.

General Account.

RECEIPTS.

Balance as per account of June 11, 1902	\$ 97
Subscriptions for General Purposes	586 00
Profits on Mid-Winter Dinner	3 75
Interest on Deposits	4 16
	<hr/>
	\$594 88
	<hr/>

PAYMENTS.

Dinner at the College, June 11th, 1902	\$275 00
Printing 800 copies of Annual Report	53 65
Balance of Prize for Oratory for 1902	46 00
Medal for Prize for Oratory for 1903	4 00
Clerical Services	11 50
Printing, Stamps and Stationery	78 05
Committee on Matriculate Catalogue, second installment on account of indebtedness, as per Resolution passed at Annual Meeting, June 12th, 1901	100 00
Balance	26 68
	<hr/>
	\$594 88
	<hr/>

HAVERFORD COLLEGE

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Mid-Winter Dinner Account.

RECEIPTS.

143 Subscriptions to Dinner on February 13th, 1903, @ \$3 .	\$429 00
Additional Subscriptions	4 00
	<hr/>
	\$433 00
	<hr/>

PAYMENTS.

University Club, cost of Dinner	\$394 75
Printing, Stationery, Stamps and Clerical Services	34 50
Balance transferred to General Account	3 75
	<hr/>
	\$433 00
	<hr/>

President Isaac Sharpless Portrait Fund.

RECEIPTS.

Balance as per last Account	\$62 74
Subscriptions	30 00
	<hr/>
	\$92 74
	<hr/>

PAYMENTS.

On account of Loan from a Member of the Portrait Com- mittee	\$92 74
	<hr/>

The subscriptions having fallen considerably below the expenses of the Association, an appeal for more funds was issued in the Autumn of 1902. As a result, annual subscriptions to the amount of \$190 were received, besides \$63 from members who preferred not to pledge a fixed annual amount. The receipts are now barely sufficient to meet the payments and the attention of all mem-

bers of the Association is invited to the fact that our increasing membership means increasing expenses.

Respectfully submitted,

JONATHAN M. STEERE,

Treasurer.

We have examined the foregoing account, compared the payments with the vouchers and find the same correct.

BENJAMIN R. HOFFMAN,

F. ALGERNON EVANS,

Auditing Committee.

Philadelphia, June 10th, 1903.

The committee appointed at the last annual meeting to nominate to this meeting officers and an Executive Committee to serve for the ensuing year reported as follows :

To the Alumni Association of Haverford College :—

The Committee appointed at the last annual meeting to nominate officers and an Executive Committee for the ensuing year report that they have met and agreed upon the following nominations :

<i>President</i> —William M. Coates	Class '63
<i>Vice-Presidents</i> —Rufus M. Jones.....	" '85
A. Morris Carey.....	" '81
Christian C. Febiger.....	" '65
<i>Treasurer</i> —Jonathan M. Steere	" '90
<i>Secretary</i> —Charles J. Rhoads.....	" '93

<i>Executive Committee</i> —Isaac T. Johnson.....	“	'81
Joseph W. Sharp, Jr.....	“	'88
Parker S. Williams	“	'94
J. Henry Scattergood.....	“	'96
Alfred C. Maule	“	'99
Wm. W. Justice, Jr.....	“	'00
James B. Drinker	“	'03

Respectfully submitted on behalf of the Committee,

ALLEN C. THOMAS,

Chairman.

Philadelphia, May 28, 1903.

The report was accepted and the gentlemen therein were elected to the respective positions by a viva voce vote.

The following reports of Special Committees were then read and accepted and the respective committees discharged.

REPORT OF COMMITTEE ON ALUMNI ORATORICAL PRIZE.

To the Alumni Association of Haverford College :

The Committee on the Alumni Oratorical Prize respectfully reports :—

The Annual Contest for the Alumni Prize in Oratory took place in the College Gymnasium on April 13th,

1903, at 8 o'clock P. M. Of your Committee there were present Messrs. Alfred Percival Smith, William Wistar Comfort and the Chairman. The Judges were Professor William E. Mikell, of the Law School of the University of Pennsylvania, Charles L. McKeehan, Esq., Secretary of the State Board of Law Examiners, and Alfred Percival Smith, Esq., who kindly consented to serve in place of Owen L. Roberts, Esq., of the Philadelphia Bar, who was unexpectedly prevented from being present. President Sharpless and Dr. Hancock very courteously entertained the Judges and members of your Committee at dinner in the Senior Dining Room.

There were six orations, as follows :

1. Omar and the Dynamic Faith,
Arthur John Phillips, '03,
Woonsocket, R. I.
2. The African Sphinx in America,
Charles Woodard Davis, '03,
Aidyl, Va.
3. The Taking of the Bastille,
George Kingman Helbert, '04,
St. Davids, Pa.
4. A Knight of the Cross,...William Mintzer Wills, '04,
East Downingtown, Pa.
5. Charles Sumner, Statesman of Conscience,
Harry Anthony Dominovich, '03,
Philadelphia, Pa.
6. The Dutch Struggle for Liberty,
Bernard Lester, '04,
Pasadena, Cal.

The orations were all eminently creditable to the ability of the contestants and to the instruction and training given by Dr. Hancock. This year, as last, Dr. Hancock limited the number of contestants to three from each of the two upper classes, ten or more men in all from the two classes having come forward as competitors at the preliminary trial.

Professor Mikell announced the decision of the Board of Judges, awarding the prize to Charles Woodard Davis, with "honorable mention" for Bernard Lester. As was perhaps not unusual, all the contestants were highly complimented by the Judges through their spokesman.

The character of the work shown in these prize contests and the interest evidenced by the number of men usually desiring to take part in them of late years may be regarded as distinctly encouraging to those who desire to see the improvement of oratory in the College.

It is to be regretted, however, that there is not more support given by the alumni, the undergraduates and their friends, generally, the outward and visible sign of which should be a larger attendance at these annual contests. Large audiences are to be seen at athletic performances, and large numbers of interested friends are always to be found at college functions at which refreshments are served. But at these oratorical contests, now so much better in character than even ten years ago, the attendance has seemed to grow smaller year by year, which is undesirable, however quality may atone for quantity.

The following expression in regard to this contest, contained in a letter from Professor Hancock to the Chairman of your Committee, may be of interest to the

Alumni Association at the present time: "I feel the contest is a good thing; for those men who have any inclinations or talents for public speaking have one chance in which they write their best and speak their best, and that one performance sets a standard to each man which he never forgets. I will admit, too, that it is very disheartening to work for several weeks to get the men ready for such a contest, and then to have only a handful of people to hear the results. The smallness of the audience is the main thing at present which needs looking after. It is gradually cutting down the enthusiasm which we have been trying to work up. At Ursinus a similar affair in the Spring attracts nearly a thousand people. I don't know how we can increase our numbers. I should be content if we could get a hundred. The amount of the prize is a strong inducement in urging the men to enter, but the chief one is a desire to give a finished oration. The previous experience in extemporaneous speaking which the men get from Freshmen year seems to awaken the desire in a great many. The upper class elective is always overcrowded, and from it the recruits generally come for the contest."

We trust that next year the Alumni, the Faculty and the under-graduates may co-operate to create, or perhaps revive, a more general interest in this event of the College year, the usefulness and advantage of which we do not believe has been superseded by other and newer features.

On behalf of the Committee,

PARKER S. WILLIAMS,
Chairman.

10 June, 1903.

To the Alumni Association of Haverford College:—

The Joint Committee on Athletics report that the year just closed has been an encouraging one to those interested in Haverford Athletics.

The football season last year possessed great interest to Haverfordians because, for the first time, amateur coaching only, under a Head Graduate Coach, was tried at the College. The efforts of the Head Coach, J. Henry Scattergood, were efficiently and loyally seconded by other Alumni, among whom should be mentioned, Joseph E. Johnson, '88, Dr. T. F. Branson, '89, W. Kite Alsop '96, Alfred C. Scattergood, '96, L. Hollingsworth Wood, '96, Arthur Haines, '96, H. H. Lowry, '99, Alfred C. Maule, '99, Walter Mellor, '01, Walter H. Wood, '01, and H. A. Scattergood, '02. The result of this work was the development of a team capable of playing a good game and, on several occasions, notably against Ursinus College towards the close of the season, its playing was of a very high order of excellence. In the game against Swarthmore, the team quite failed to do itself justice and the game was lost.

The result of the coaching last year must be considered as altogether good. If the game is the thing and not merely the winning of victories, there can be no question at all about this. As the matches occupy but a very small part of the time devoted to the game, it is evident that whatever tends to improve conditions and to develop a healthy, sportsmanlike spirit in the many hours devoted to practice performs a most useful part. Those who witnessed the practice last season and saw the large attendance of students in football suits ready to take part in it, and noticed the uniform good feeling which

prevailed, must have been impressed with the good results attained by such graduate coaching as we had from J. Henry Scattergood and his colleagues. To him and to them are due the thanks of this Association and of all Haverfordians.

The system received the cordial support of the undergraduates and by their unanimous choice J. Henry Scattergood has been elected Head Coach for this year, and he has accepted the position. With the prospect of good material in the College next Fall, the outlook for the season is encouraging. Whatever happens, it is certain that the football field will be the scene of clean and strenuous practice and the games played will be contested by our team in a resolute, determined spirit, and with fairness.

The new gymnasium has stimulated the interest in gymnastic work and during the winter and spring meets were held with Yale and Lehigh Universities at Haverford and with the University of New York at New York City. The performances of the college team were creditable on each of these occasions.

Field and Track Athletics have never occupied as prominent a place at Haverford as at some other colleges, nor is this to be much regretted. A certain amount of training in these sports is desirable, but whether it is worth while to concentrate the efforts of skilled trainers upon a few selected athletes in order that these may run a second or a fraction of it below the records, or jump an inch or a fraction of it over the records, is open to question. The competition nowadays is rather against the watch and the tape than with the athletes. A meet where no record is broken is not considered really successful and the

events are witnessed with languid interest, until the "Announcer" reports the time or the distance. Stop watches and records are taking — have taken — the life out of track and field sports, viewed as contests of speed, skill, endurance, and strength. It is hardly open to doubt that the Olympic games would never have continued for more than a thousand years if the watch had been held over the runners or the chariots, and the tape had slowly and laboriously measured off the jumps and the throw of the discus. It is the belief of scholars that pole vaulting did not test the patience of the Greek public.

The cricket season has been a creditable one. The first eleven has shown marked ability in the three elements of the game, — batting, bowling and fielding. The batting has been sound and yet free and forceful, the bowling has been good, and the fielding up to the very best Haverford standard, which is sufficient praise. As the eleven loses only one member by graduation, and there are numerous promising players in college not in this year's eleven, it is to be hoped that next year's eleven will be a very good one indeed.

We would commend to the Captain's notice the importance of developing and improving the bowlers. Everyone knows that patient, intelligent practice is essential to success in this difficult art and it is at school or college that the time for this practice can be found. The bowler who is content with his present ability and is not constantly striving to improve his accuracy and his command of the ball, and to master all the possibilities of his art, so far as he can, is not worthy of a place among sincere and earnest cricketers. Originally an innate gift, it must be developed and cultivated by constant practice.

Bowlers, as has been said of teachers, must first be born and then made. Haverford has given some first-class bowlers to the cricketing world and it is hoped that the out-put has not ceased.

The Inter-collegiate resulted in a draw and Haverford, being champion last year, is still holder of the cup. It will be for next year's team to win it and hand it over to the eleven of 1905 to keep at the College.

In conclusion, we would earnestly invite all Haverfordians, whether footballers, cricketers, track men, or merely enthusiasts in everything done at Haverford, to come to the playing fields and encourage by their presence and cheering words the players and their captains, even if unable to tender the helpful suggestion, or to take active part in the training.

On behalf of the Committee,

EDWARD BETTLE, JR.,

Chairman.

Philadelphia, Sixth Month 10th, 1903.

To the Alumni Association of Haverford College —

The Committee to interest students of Preparatory Schools in Haverford have worked in connection with the President of the College and a committee of undergraduates. They held a meeting at the College and several plans were devised for effective work. The Committee desire to call the attention of the Alumni in general to their duties in this connection. It is the place of the authorities at the College to introduce as many improvements and attractions as possible, but the knowledge of these must be conveyed to possible patrons through the friends of the College. We feel sure that,

if this knowledge were generally circulated, there would be more applicants for admission than the College could accommodate. A little personal influence brought to bear on a boy or his parents will frequently turn the scales. The habit of sending names of possible candidates of the right sort to the President is a good one to develop and encourage.

Respectfully submitted,

J. STOGDELL STOKES,

Chairman.

Philadelphia, June 9th, 1903.

New business being in order, Dr. Francis B. Gummere, '72, moved, That this Association recommend to the Board of Managers of Haverford College that the cricket field be named "Cope Field" in honor of Mr. Henry Cope, '69, in view of his long and valued connection with cricket at Haverford. The motion was duly seconded and after a very general expression of approval was unanimously carried. Mr. Cope was then called upon and briefly acknowledged his appreciation of the honor which had been done him.

On motion of Dr. Francis B. Gummere, '72, duly seconded, it was resolved that a committee be appointed by Messrs. Edw. Bettle, Jr., '61, Henry Cope, '69, and Francis B. Gummere, '72, consisting of fifty persons, one from each class from 1857 to 1906, inclusive, with Mr. Edward Bettle, Jr., '61, as chairman, to raise funds and adopt plans for the erection of a simple cricket pavilion to be placed on the southwest corner of Cope Field.

On motion it was unanimously resolved to send a congratulatory cablegram to the Haverford members of the Philadelphia Cricket Eleven now playing at Oxford as follows :

"Lester Scattergood,
Cricket Grounds, Oxford,
Haverford Alumni congratulations."

The President named the following committees for the ensuing year.

COMMITTEE TO NOMINATE MEMBERS TO THE ASSOCIATION.

Henry Cope, '69, <i>Chairman</i>	C. Clifford Taylor, '95
Charles A. Longstreth, '76	William W. Cadbury, '98
Thomas Evans, '89	Richard M. Gummere, '02
George Thomas, 3rd, '91	

COMMITTEE TO NOMINATE OFFICERS AND AN EXECUTIVE COMMITTEE.

Allen C. Thomas, '65, <i>Chairman</i>	William G. Audenried, '90
James Emlen, '74	Arthur V. Morton, '93
Seth K. Gifford, '76	Francis R. Cope, Jr., '00
William P. Morris, '86	

COMMITTEE ON ALUMNI ORATORICAL PRIZE.

Parker S. Williams, '94,	Alfred Percival Smith, '84
<i>Chairman</i>	William Draper Lewis, '88
Walter Penn Shipley, '82	J. Paul Houghton, '94

COMMITTEE ON ATHLETICS.

Edward Bettie, Jr., '61,	Samuel Bettie, Jr., '95
<i>Chairman</i>	J. Henry Scattergood, '96
Henry Cope, '69	John A. Lester, '96
Joseph W. Sharp, Jr., '88	Dr. Francis B. Jacobs, '97
Dr. Thomas F. Branson, '89	Alfred M. Collins, '97
Charles J. Rhoads, '93	

COMMITTEE TO INTEREST STUDENTS AT PREPARATORY SCHOOLS,
IN HAVERFORD COLLEGE.

J. Stogdell Stokes, '89,	Frank M. Eshleman, '00
<i>Chairman.</i>	William W. Justice, Jr., '00
William Wistar Comfort, '94	Edward C. Rossmässler, '01
Douglas H. Adams, '96	William W. Pusey, 2nd, '02
Alfred G. Scattergood, '98	James B. Drinker, '03
Howard H. Lowry, '99	

COMMITTEE TO AUDIT THE TREASURER'S ACCOUNTS.

Benjamin R. Hoffman, '97	F. Algernon Evans, '99
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The President then announced that supper would be served for the Alumni and their guests in the Gymnasium at seven o'clock and that the public meeting of the Association would be held at eight o'clock in Roberts Hall, after which the meeting adjourned on motion.

The President called the public meeting to order at 8.15 P. M. and formally presented the Alumni Oratorical Prize Medal to Charles Woodard Davis, '02, the winner of this years' contest.

The President also announced the following committee to have charge of the erection of a cricket pavilion on Cope Field.

Edward Bettle, Jr., '61, *Chairman*

William C. Wood, '57	George Ashbridge, 67
William C. Alderson, '58	Dr. Louis Starr, '68
James R. Magee, '59	Johns Hopkins Congdon, '69
Theodore H. Morris, '60	John E. Carey, '70
Alfred Mellor, '61	Joseph Hartshorne, '71
Horace G. Lippincott, '62	A. Francis Huston, '72
William H. Morris, 63	Joseph M. Fox, '73
Albin Garrett, '64	James Emlen, '74
Allen C. Thomas, '65	Walter W. Pharo, '75
Henry C. Brown, '66	Frank H. Taylor, '76

Frederick L. Baily, '77	John W. Muir, '92
Edward T. Comfort, '78	Charles J. Rhoads, '93
William C. Lowry, '79	Samuel W. Morris, '94
Samuel Mason, '80	C. Clifford Taylor, '95
Walter F. Price, '81	L. Hollingsworth Wood, '96
Dr. Henry M. Thomas, '82	Charles H. Howson, '97
William L. Baily, '83	Alfred G. Scattergood, '98
Charlton Yarnall, '84	F. Algernon Evans, '99
William S. Hilles, '85	William W. Justice, Jr., '00
William P. Morris, '86	William E. Cadbury, '01
Frederic H. Strawbridge, '87	Richard M. Gummere, '02
Joseph W. Sharp, Jr., '88	James B. Drinker, '03
J. Stoddell Stokes, '89	W. Parker Bonbright, '04
William G. Audenried, '90	Arthur H. Hopkins, '05
George Thomas, 3rd, '91	H. W. Doughton, '06

William Wistar Comfort, Ph. D., '94, was then introduced, who delivered the annual address which was entitled, "A Book we Think we have Read." At the conclusion a vote of thank was unanimously tendered to Dr. Comfort for his able address and he was requested to furnish the secretary with a copy for publication, after which the meeting adjourned.

C. J. RHOADS,
Secretary.

A BOOK WE THINK WE HAVE READ.

Mr. President, Ladies and Gentlemen:

Under the striking title of *Books we Think we have Read* there appeared a few years ago in the *London Spectator* a very suggestive paper on the literary short-comings of the

modern reader. The paper, brief as it was, was conceived in the humanistic spirit and written with the grace which characterizes so many of the articles in the old weekly. The title I have just quoted lent itself aptly to the thoughts I wished to present to you at this time; for it is precisely of a book which we all think we have read that I wish to speak to-night. If I had come before you and announced that my text was taken from the greatest work ever written in the Spanish tongue, and that my heroes were no other than Don Quixote and Sancho Panza, you would have been justified in crying out: "Fie! fie! no more of that. I have been hearing of Don Quixote all my life." And it is perfectly true that so familiar are we with the type of the last representative of chivalry and of his attendant squire Sancho Panza that we regard *Don Quixote* in an off-hand manner as a book we have read.

The masterpiece of Cervantes does not stand alone in this category. Just consider for a moment what our personal acquaintance with the great names in literature may be. Homer, Plato, Dante, Shakespeare, Molière, Cervantes, Goethe,—what do these names mean to us? Do we belong, by election, to the great family of mortals who have found in the words of these prophets a message to their minds and to their hearts? Or are these names simply handles to which we attach some vague, half-formed ideas, which have come to us from a thousand sources, and which serve in no way to strengthen our grip upon the history of humanity? It is generally contended by critics that these men have given to posterity the highest expressions of the ideals which their respective peoples have evolved. Surely none of us, however far

he may have been carried toward the brink of materialism, would dare affirm that an American of to-day need give no heed to the voices of Greece, Italy, Spain, France, Germany, and England. Why is it that our familiarity with all these names is gathered almost exclusively from our general reading? In different cases there are different reasons. Some of these authors have been the subjects of irksome tasks in school and college, and have come to leave an unpleasant savor with us. Others are left to one side because we have not sufficient knowledge to read their works in the original. Most significant of all is it that many intelligent persons who pose as possessing literary taste will read endless criticisms about the great writers, will run to hear some University Extension Lecturer tell what *he* thinks about Dante, or Shakespeare,—or Ruskin, but who would admit themselves to be most unequivocally bored if compelled to work out their own salvation with the fear and trembling often produced in the artistic soul by the contemplation of what is high and beautiful. Alas! it is always so much easier to believe what one is told to believe, to admire what one is told to admire, than to understand the grounds for that belief and admiration. Even in the case of Shakespeare, with whose language at least we are all familiar, we are prone to let others form our opinions. Too often we regard the master's thoughts as so infinitely above our thoughts that we suppose an unusual amount of laborious study is required to understand them. Certainly there is much difficulty in the perfect comprehension of a Shakespearian play. But I think we have exaggerated what is expected of us. The critics and commentators have built up such a high hedge about the plays that we can hardly see

over into the garden that lies within. Yet Shakespeare wrote not for the critics, but for a very humble and moderately intellectual public. To explain every linguistic peculiarity or historical allusion in *Hamlet* or *Macbeth* is one thing: *that* is the business of the critics and teachers. But to enjoy these plays as plays, to sympathize with the drama of passion there unfolded, most of all to grasp the unequalled philosophy of Shakespeare the man,—these things are within the sphere of every one of us. We do ourselves a wrong, a great wrong, if we deprive ourselves of a frequent re-reading of Shakespeare's plays, because, forsooth, we have failed to keep abreast of the modern critics. Take the text alone, without the bulky baggage of notes and so-called helps, seat yourself by the fire of a winter evening or beneath the shade of forest trees of a summer day, and read aloud the matchless lines of a tragedy like *Macbeth* or of a comedy like *As you like it*. These are plays, friends, and were not intended to be read by a man all girt about with dictionaries and notebooks.

We are often told that busy people have no time in these days to read "solid" books, that it is the hour of the newspaper, the short story and the vaudeville. It is a sad reflection upon our common sense if such a statement be true in the world at large. At least I do not believe it is true in our colleges. A man so intimately in touch with a large student body as Professor Hollis wrote recently in the *Harvard Graduates Magazine*: "The students come from homes saturated with the worship of material success and that is the cause of the decline of learning, if there is any decline. It has not yet been proved that there is any decrease in the total number of

undergraduates who study books with a genuine love for them.”¹ Yet, taking the subject home to ourselves, graduates of thirty years ago sometimes tell us here at Haverford that they think the undergraduates of to-day do not read standard books as much as they did in former times. They would, perhaps, echo the wail of Mr. Gerard Stanley Lee, who is said to have suggested in *The Lost Art of Reading*, that “the college professor, the modernized librarian, and the professional critic are peculiarly hostile to the spirit of true reading.”² We may leave the professional critics to take care of themselves; but that is a pretty hard thrust for some of us who are college professors and modernized librarians. If the faculties of our colleges and their endowed libraries are hostile to the spirit of true reading, something is the matter. I do not know what is meant by the phrase used by the reviewer of Mr. Lee’s book ; but I understand true reading to be the personal assimilation of the thoughts of humanity contained in the best books. Surely in the colleges, if anywhere in our land, there is time for the torch to be passed on from those who hold its light to those who ask for it. Never in the past has there been such an effort made as at present to encourage students to read and reflect for themselves. Here at Haverford, in which we may all be supposed to be interested, there is not a course in literature given in which the students are not required to read for themselves the authors under discussion, and to form their own judgments. No college professor to-day asks that his hearers take his say-so as the basis for their literary appreciations. His mission is to direct, to

¹ “*Harvard Graduates Magazine*,” March 1903.

² Vid. “*The Dial*”, Feb. 1st, 1903.

control their reading and to inspire them with a love for what is best in the field he covers. The greatest purpose a professor of literature in a small college can set himself is the forming of habits of reading and reflection in his students. There comes a time, men say, when the active world has no longer its charms for the weary body. For those years of middle and later life there should be laid by a store of literary memories, a habit of philosophical reflection. Sainte-Beuve exclaims somewhere: "Happy those who read and read again, — those who can follow their own sweet will in their reading; for there comes a time in life when our wanderings are finished, when our experiences are concluded. Then there is no more lively delight than to study and to ponder over what we know, to enjoy what we feel, to see over and over again the people we love,—pure joys of the heart and of taste in all its maturity."¹

Our ideas here at Haverford I take to be identical with those of Cicero who held that one could derive "assistance from literature in the cultivation and practice of virtue."²

Yet not wishing to present our claims for the study of literature upon so utilitarian a basis, I continue with Cicero to this effect: "Though even if there were no such great advantage to be reaped from it, and if it were only pleasure that is sought from these studies, still I imagine you would consider it a most reasonable and liberal employment of the mind: for other occupations are not suited to every time, nor to every age or place; but these studies are the food of youth, the delight of old age, the

¹ C.-A. Sainte-Beuve: "*Qu'est-ce qu'un classique?*"

² Cicero: "*Pro Archia poeta.*"

ornament of prosperity, the refuge and comfort of adversity ; a delight at home and no hindrance abroad ; they are companions by night, and in travel, and in the country." ¹ To the minds of some of you, I am sure, these familiar words of the great orator pleading for the humanities call up class-room scenes long since forgotten. And I feel sure that thirty years from now the undergraduate of to-day will still have away back in a sort of holy of holies among his intellectual treasures, not altogether littered over with cheques and drafts, his college lecture notes, and that even these things will be an inspiration which it will delight him to remember.

Perhaps at this time of year and at this period in the development of our college, it may not have been inappropriate to state again the truths which are very dear to some of Haverford's graduates, and which, I believe, will find sturdy defenders in those men to whom is confided the trust of the founders. But while I have been engaged in stating some convictions which I trust are not altogether personal, there is waiting to be presented to you as the guest of the evening, a charming gentleman who is not in the least pessimistic, but who is quite persuaded that if there is any evil in the world, it is all a piece of enchantment. By saying so much I have named Don Quixote de la Mancha.

I long hesitated whether I should take for my subject this evening Don Quixote, or his creator, Miguel de Cervantes Saavedra. The adventures of the one do not exceed in interest the real life of the other. The knight-errant and the maimed soldier of Philip II are equally fascinating characters. Each was equally prevented

¹ Cicero: *loc. cit.*

from attaining the ideals of his troubled life ; but each retained to the end those lofty traits of the Christian gentleman which preserved him in the narrow way of virtue. Yet for our purpose to-night the philosophy of the Knight of the Sad Countenance offers a more suggestive subject than the biography of the soldier-author.

Though Cervantes is known to us exclusively as the author of *Don Quixote*, he also wrote a volume of short stories and a considerable number of plays in the manner of the period. No historian of Spanish or of English literature can neglect the *Novelas Ejemplares* as Cervantes called his short stories. They obtained a wide currency and their plots were plundered far and near by playwrights. In dramatic literature Cervantes had but meagre success. His genius was essentially undramatic. He had not that brilliancy of wit, that dramatic instinct which was possessed in so high a degree by his contemporary and enemy Lope de Vega, phoenix of Spanish letters. It required broader limits than were offered by the theatre for the unfolding and perfecting of his characters. For the firm drawing of Don Quixote and Sancho Panza a volume is required. But at last how well we know them ! How friendly we feel toward them both ! We give them almost the first place among our literary friends. The classic Sainte-Beuve in his imaginary construction of a stately mansion for the great ones of the earth, places Plato, Sophocles and Demosthenes first in a room by themselves. Then he adds : "And yet, these demi-gods once honored, can't you see there in the distance a crowd both numerous and familiar of intelligent people who prefer to always follow Cervantes, Molière and others like them,—practical painters of the

real,—these indulgent friends, these prime benefactors of man who win him over entirely by their laughter, and along with their gaiety they pour into him their experience and know how to produce in him a sincere delight, both sensible and fitting.”¹

You see, ladies and gentlemen, I have come to a book we all think we have read, the work of a genius of the first magnitude. I feel confident, then, that in presenting to you Don Quixote and his squire Sancho, I am presenting to you no strangers, but two individuals with whom you have long had a bowing acquaintance, albeit few words have ever passed between you. Indeed, as we shall see, Don Quixote and Sancho are not very far from every one of us, and it is in our own hearts that they live and move and have their being. So I can but feel as did Coleridge when about to speak upon the same subject : “Should the address of the evening open out a new source of pleasure or enlarge the former in your perusal of *Don Quixote* it will compensate for the failure of any personal or temporary object.”²

Cervantes states the purpose of his book to be the destruction of that popular taste for the prose romances of chivalry which had long been favorite reading in Spain, and the taste for which Cervantes held to be so ridiculous and so prejudicial to sane judgment. He states this purpose at the outset, and again in the closing sentence of his work. But we may question if Cervantes continuously had this object in view during the weaving of those charming adventures with which Don Quixote

¹ C.-A. Sainte-Beuve : *loc. cit.*

² S. T. Coleridge: “*Don Quixote*” in “*Lectures upon Shakespeare and other dramatists.*”

was wont to beguile the time of trial until he should possess the fair Dulcinea. It is more rational to believe that the horizon widened as the author proceeded with his story. Cervantes was born in 1547. The first part of *Don Quixote* was published in 1604; the second part in 1615. A great genius who has studied humanity until he is past fifty and then writes his life-work is likely to put into it the ripest reflections born from his experience. It is pleasant to think that from all we know of his personality, Cervantes was not unlike his hero, or rather his child. For Don Quixote was the child of Cervantes. On every page is reflected that cheery philosophy which bore up the disappointed author through many an earthly sorrow, and which brought him to an end which I can compare only with that of dear old Colonel Newcombe.

You will wonder if, perchance, Cervantes' career was that of a knight-errant, that I should have expressed a comparison between him and his hero. Yes, that is almost the truth. Cervantes belonged much more to the middle age than to our modern world. He was born in the age of human history when there were but three careers open to the gentleman, as he himself has it: the army, the navy, and the king's household; and the noblest of these was the army. To serve the king and to crush the Turk was the crusading spirit which still animated the nobler souls of Philip's reign. Adventurous in the highest degree was the career of this native of the university town of Alcalá with its seven thousand students. With no considerable education and a fugitive from justice, as a young man Cervantes went to Italy in the train of a papal legate, and joined there the land and sea force of Don Juan. So it was as a soldier in the king's

navy that Cervantes took a part in the battle of Lepanto. The victory of the Christian allies over the Turks aroused the greatest enthusiasm throughout Europe. The Pope spoke of Don Juan, the leader of the allied forces, as "that man sent from God whose name was John." A contemporary poet wrote a sonnet addressed to the sea in praise of the victory,—a sonnet which ends thus :

"Con profundo murmurio la vitoria
Mayor celebra que jamás vió el cielo,
Y más dudosa y singular hazaña ;
Y di que sólo mereció la gloria
Que tanto nombre da á tu sacro suelo
El joven de Austria y el valor de España."¹

"With thy deepest roar give praise for the greatest victory the heavens have everseen, and for the most perilous and rare feat of arms. And say that the glory of it all is due only to the young Austrian and to Spanish valor." For the modern world, freed from the menace of Turkish tyranny, Lepanto has lost much of its pristine importance. To many of us Lepanto calls up the unknown soldier and the grievous wounds he received on that fateful day. Of all the thousands who struggled on the Christian galleys, but two names have come down to us, — Don Juan of Austria, the Commander-in-Chief, and Miguel de Cervantes, the representative of Spanish valor. He came out of the battle wounded in the breast and with a maimed hand, — honorable wounds which won Don Juan's own recognition for bravery. Taken prisoner on the way home, Cervantes was carried captive to Algiers, then infested by pirates, where he served five years of

¹ Fernando de Herrera (1534-1597) : "*Soneto por la Vitoria de Lepanto.*"

recorded misery until released on payment of an exorbitant ransom. At the age of thirty-three he returned to his native land after eleven years absence,—a poor, broken-spirited veteran. He continued to serve some years in the campaign which Philip was waging against Portugal, and the rest of his life was spent in menial government employments in Seville and Granada. Of his private life it is perhaps unnecessary to speak, the more so as our information is scant and dubious. It is not my purpose to speak of Cervantes the man, except in so far as his life bears directly upon the writing of *Don Quixote*. But even in the obscurity in which he lived, Cervantes was not without political enemies, who pestered him with petty accusations. It has been surmised that it was during a period of imprisonment in a little town of La Mancha that Cervantes wrote the first part of his work.

I said, a moment ago, that Cervantes is rather medieval than modern. He is so by his affection for the books of chivalry which he is very far from condemning in a promiscuous fashion. The discriminating criticisms of the barber and the curate at the famous *auto da fe* of Don Quixote's library show what a reader of romances Cervantes must have been. It is the bad ones with which he has the quarrel. Like Molière in *Les Précieuses ridicules* it is only the cheap and ridiculous imitation of the original that he holds up to laughter. As a matter of fact, popular taste in Spain was changing at the end of the sixteenth century. With Cervantes we are on the dividing line between the age of poetry and the age of prose. Not only in the domain of literature, where the picaresque novels of real life succeeded to the adventurous quests of Amadis of Gaul, Orlando Furioso and Palmerin of Eng-

land, but also in national life the movement is toward the reality of prose. The nation has fought its great fight and settles down in the seventeenth century to materially enjoy and abuse its treasure. With Cervantes, then, we are at a turning-point in the history of that Spanish nation whose quick development and fall offers such an object lesson to rich young republics. Mr. Fitzmaurice-Kelly, in his fascinating biography of Cervantes, has said in explanation of the spiritual accord of Don Quixote with his time: "There was still room for a declaration, an explanation of the true and false ; of the painful necessary contrast of the ideal with the actual; of the pathetic difference between aspiration and accomplishment ; of the immeasurable interval which separates the magnificent blue of poetry from the subdued drab of prose."¹

Mr. Lowell ² says it was the historian of Spanish literature, the German Bouterwek, who first pointed out that *Don Quixote* is something more than a burlesque satire on the romances of chivalry. If that be true we "owe a fine candle" to the memory of Bouterwek. The fact is now generally acknowledged that the permanent fascination of the work depends upon the play of what Mr. Lowell calls "the springs of human action,"³ Imagination and Understanding. Perhaps Sainte-Beuve has more exactly expressed the appeal of *Don Quixote* to the individual reader when he said : " Each of us is Don Quixote at certain

¹ James Fitzmaurice-Kelly : "*The Life of Miguel de Cervantes Saavedra.*" London 1892.

² J. R. Lowell: "*Don Quixote*" in "*Literary and Political Addresses.*"

³ J. R. Lowell: *loc. cit.*

times, and each of us Panza. We go to sleep Don Quixote and wake up Panza.”¹ Indeed it is the incorrigible imagination of Don Quixote, always a prey to his illusions, that is so artistically opposed to the in-born materialism of the squire. This is the situation at the opening of the book. Each of the protagonists springs into life fully armed and fully endowed with his philosophy. There is no doubt of how each will act, if left independent. But the influence of Don Quixote is more potent than that of the squire, as the ideal is always a more stirring mainspring of action than the material. Thus we see that as the narrative progresses, Sancho Panza too has interrupted visions of the ideal; he too shares at times his master’s illusions, his hopes, and his aspirations. The faith of Don Quixote was contagious, and he was quite right in saying to Sancho: “In faith it would seem thou art no saner than I am.”² That isle of Barataria was the bait which kept Sancho hooked through thick and thin. The illusion of Sancho’s confidence was certainly no less than that of his master, but it was more vulgarly applied when the squire says: “Let your worship be pleased, my dear lord Don Quixote, to give me the government of the isle which has been won in this tough battle; for however big it is, I feel myself strong enough to govern it as well as the best that has governed isles in the world.”³ But again under more discouraging circumstances the faint-hearted Sancho despairs of his

¹ C.-A. Sainte-Beuve: “*Don Quichotte*” in “*Nouveaux Lundis*” vol. 8.

² Henry Edward Watts: “*The Ingenious Gentleman Don Quixote of La Mancha*.” 4 vols. London 1895. Pt. i., ch. 25.

³ *Don Quixote*: Pt. i., ch. 9.

governorship and wants to go home to harvest his crops. Then the superior philosophy of his master comes to the rescue, that determination to struggle for an ideal which knew no failure, in these memorable words: "Nay, and tell me what greater bliss can there be in the world or what joy can equal that of winning a battle and triumphing over one's enemies? Doubtless none."¹

Some critics have sought to represent this masterpiece as a study of madness, of hallucination, or of monomania. I doubt if Cervantes had any such scientific purpose in the portrayal of his enchanted knight. The influence of the book could hardly be so thoroughly healthy and inspiring, its philosophy so true to nature, were the characters unhealthy or abnormal in any way. We all know our Don Quixotes and our Sancho Panzas. Just as we imitate the latter in our cold selfish barterings of this world's goods, so we admire the former in our better moments of inspiration when we are ready to lay down our life for what seems the truth. Though divested of judgment and the understanding, as Coleridge points out, "Don Quixote becomes a personification of the reason and the moral sense."² His mental processes are perfectly clear and always logical; but he starts from premises that do not exist. Is not this true of him whom we call the visionary man? He is absolutely reasonable on most subjects, but he has some hobby, some object which he insists upon distorting until it assumes the proportions of an idol to himself, a bogey to his friends. Such men are rarely a menace to society. For, like Don Quixote, they are upright, zealous defenders of

¹ *Don Quixote*: Pt. i., ch. 18.

² S. T. Coleridge: *loc. cit.*

probity and morality. Too often they accomplish nothing, though their influence is excellent in their community. They raise our lowly gaze from earth to heaven by the sheer force of example. Alas! when we raise our eyes we cannot see as they do. Yet we are the better for the looking. Such a man as Don Quixote would have expired without an ideal to which he might devote his service. He explains very clearly that his Dulcinea was a moral necessity to his nature. It made no difference to him whether she was really as fair and as high-born a lady as he depicted her. "For what I want of Dulcinea del Toboso she is as good as the highest princess of the earth. It is enough for me to imagine and believe that the good Aldonza Lorenzo is beautiful and virtuous. I make myself believe that it is all as I say, without excess or lack of aught, and I paint her in my imagination as I desire her to be, both in beauty and in quality."¹ Here Cervantes' madman is indeed sublime. For who would willingly be without his illusions? He, indeed, is pitiable who is powerless to forge for himself an ideal which he knows does not exist, and to which he yet yearns to attain. It is this note, sounding above the dull roar of material monotony and disappointment, bidding man dare to believe and act, which makes of Cervantes a prophet in the world of letters.

This deep philosophical side of Don Quixote's character however is certainly not the side best known to those who only think they have read the book. He is better known to such as the doer of foolish deeds and the utterer of great pieces of nonsense. Our mind recurs to

¹ *Don Quixote*: Pt i., ch. 25.

those famous feats of arms in the better known first part, where Don Quixote is himself knighted by the inn-keeper, where he fights unequally with the windmill, where he robs the barber of his basin because he takes it for Mambrino's helmet, where he frees the galley-slaves and routs the funeral procession, where he is infatuated by her whom he takes to be the Princess Micamicoma. In these cases Sancho is rarely deceived. His eyesight and his common sense know a barber's basin when he sees one, and as for galley-slaves and funeral processions, he knows full well it is better not to interfere with such folk. Nor was Don Quixote blind on his part. For with the physical eye he could see the reality as well as the next man. As Mr. Lowell says : "Don Quixote always sees what he wishes to see." ¹ So everything reported by his senses to the poor knight's brain was there converted to attune with his dominant desire—to emulate the deeds of the heroes in the romances of chivalry. This emulation took the line of aiding distressed ladies and righting the wrongs of the helpless. The great difficulty was that the ladies whom Don Quixote insisted upon aiding were not in distress and were thus unwilling recipients of his gallantries, whereas the helpless victims of his vengeance were too often honest people going about their business, or rascals whose punishment was deserved. Thus the knight's interference, though prompted by the highest motives of the modern reformer, was impracticable because misapplied. We read that early upon his first sally our knight heard cries of distress issuing from a thick wood by the roadside. "And no sooner did he hear them than he ex-

¹ J. R. Lowell : *loc. cit.*

claimed: 'I thank Heaven for the favor accorded me, seeing that it places before me so promptly occasions for me to perform that which is due to my profession and whence I may be able to gather the fruits of my good desires. Those cries doubtless proceed from some man or woman in distress, who has need of my protection and assistance.' ''¹ It turned out to be a farmer whipping one of his young hands for carelessness and dishonesty. Of course Don Quixote had the boy released, but as soon as he was out of hearing, the farmer fell to belaboring him with a better will than ever. Speaking dispassionately, it was none of Don Quixote's business whether the employer whipped his boy or not. It would have awakened no objections in contemporary society. But, as Mr. Lowell has remarked, Don Quixote was in opposition to traditional society and established order. He was a man of one idea, and he never wavered in his allegiance to it. If, as too often, the outcome of his interference was not as he would have desired it, he solaced himself with the reflection that he was a victim of enchantment. But the episode we have just noticed is one of Don Quixote's triumphs from his point of view, and he went off from this first adventure, we are told, very much satisfied with himself, and in a low tone thus gave thanks to his guardian angel: "Right well mayst thou be called fortunate above all women who this day are alive on earth, O beyond all beauties, beauteous Dulcinea del Toboso! since it has fallen to thy lot to hold subject and submissive to thy entire will and pleasure a knight so valorous and renowned as is and shall be Don Quixote of La Mancha, who, as all the world knows, but yester-

¹ *Don Quixote*: Pt. i., ch. 4.

day received the order of knighthood and to-day has redressed the greatest wrong and outrage that injustice ever conceived or cruelty perpetrated ; to-day hath he wrested the scourge from the hand of that merciless foe who so carelessly was beating that delicate infant." ¹

Interesting to compare with the imaginations which fill Don Quixote's head at the time of his first sally, when he is choosing his arms and a lady whom he may serve, is the play of Beaumont and Fletcher entitled *The Knight of the Burning Pestle* (1613),—one of the numerous dramatic offspring of our hero. In this play Beaumont and Fletcher imitate Cervantes' idea in making Ralph, the London grocer's boy, infatuated with his reading of *Palmerin of England*. Ralph says: "Why should I not then pursue this course, both to the credit of myself and our company? For amongst all the worthy books of achievements I do not call to mind that I yet read of a Grocer-Errant. I will be the said Knight. Have you heard of any that hath wandered unfurnished of his squire and dwarf? My elder 'prentice Tim shall be my trusty squire, and little George my dwarf. Hence my blue apron! Yet, in remembrance of my former trade, upon my shield shall be pourtrayed a Burning Pestle, and I will be called the Knight of the Burning Pestle." ² He further directs that women shall be called "fair lady" or "distressed damsel," and all forests and heaths "desarts," and all horses "palfries." Acting on this, George, the new dwarf, announces a prospective customer thus: "Right courteous and valiant Knight of the Burning Pestle, here is a distressed damsel

¹ *Don Quixote*: Pt. i, ch. 4.

² "*The Knight of the Burning Pestle*." Act i, Sc. 1.

to have a half-penny worth of pepper.”¹ Before his first adventure with a rival barber, Ralph thus invokes his Dulcinea :

“Oh faint not, heart ! Susan, my lady dear,
The cobbler’s maid in Milk Street, for whose sake
I take these arms, oh, let the thought of thee
Carry thy knight thro’ all th’ adventurous deeds ;
And in the honour of thy beauteous self,
May I destroy the monster Barbaroso !”²

It is by such a droll imitation as this of the externals only, that one can best appreciate that depth of Cervantes’ art which escapes the careless reader.

Yet it is very certain that the enduring favor with which the Spanish masterpiece has been regarded in translation does not depend upon its grotesque laughter-provoking passages. Truly, as Mr. Lowell has said, the book is funny in places, but humorous everywhere. Still there is beneath this a dignity and nobility of the Christian gentleman which has few parallels in literature. This admirable and stimulating quality was also the possession of Cervantes the man in a remarkable degree. Under the most trying circumstances of his life, when his *Don Quixote*, the child of his genius, had been carried through the first part, Cervantes learned of a dastardly attempt to filch from him this child and give it to another parent. Whether it was Lope de Vega or some less known enemy who was behind this literary cabal, Cervantes apparently never knew. But his sensitive nature was cut to the quick, as we know from certain chapters in his own second part. What answer his trenchant pen could

¹ *ib.* Act i, Sc. 1.

² *ib.* Act iii, Sc. 3.

have given to his calumniators and plagiarists we may well imagine. But his moderation, his dignified sorrow, his manful assertion of the truth show Cervantes to have still been in later life the same man who took upon himself the punishment intended for his fellow-prisoners in Algerian days.

As has been said, the first part of *Don Quixote* appeared in 1604 when Cervantes was fifty-eight years of age. Its success was immediate. Some took offence at the spirit of the book and at the criticisms which are so deftly inserted in it. Most were delighted by the humor of the characters which appeal irrespectively to mankind in all ages. But by all the book was read. Cervantes himself had a remarkably just presentiment of the originality and power of his work when he prophesied: "There is no nation or language in the world in which it will not be translated,"¹—a prediction one recalls with pleasure when standing before the collection of translations in the National Library at Madrid. Samson the student, who figures prominently in the second part which appeared in 1615, utters Cervantes own satisfaction at the success of the first part. He says: "Children finger it; young people read it; grown men are versed in it and graybeards delight in it; in a word, so much bethumbed, so much read and so well learnt of all sorts of people is it, that as soon as they see any lean hack they cry out, 'there goes Rocinante!' And they who are the most given to its reading are the pages, for there is no lord's antechamber where you will not find a *Don Quixote*; when one lays it down another takes it up; some fight for it; some beg for it. In fine this said history is the most delightful and least

¹ *Don Quixote*: Pt. ii., ch. 3.

dangerous diversion that was ever to this day seen, for in the whole of it is not to be detected even the shadow of an unchaste word or a thought short of Catholic."¹ This last statement calls for comment. Not to be Catholic in doctrine was the unpardonable sin under the Spanish Inquisition. Unlike other kindred spirits of the Renaissance, such as Rabelais and Macchiavelli, Cervantes escaped the suspicion of free-thought and heresy, because he left the whole question of religious criticism to one side. Whatever may have been his private opinions of the ecclesiastical hierarchy which then held Spain in a vice, he took good care not to criticize the church institutions in his work. As far as his personal attitude is concerned, he was probably an orthodox practicing Catholic of his day. He belonged to his day and generation, moreover, by the spirit with which he introduces certain passages of doubtful taste. Yet Cervantes is perfectly sincere in his statement that there is in his book "not even the shadow of an unchaste word." His work stands unique in the domain of contemporary fiction. To him and to his contemporaries his statement was absolutely true. One need only to take up any of the lighter forms of sixteenth century literature in the south of Europe to unite with Cervantes' opinion. There is nothing alluring or seductive about the occasional scenes which we might have been spared. The success of *Don Quixote* never depended upon its grossness. It has never enjoyed a *succès de scandale*. On the other hand men of the most varied temperaments and of most diverse tastes have joined in testifying to its perennial charms, its life-giving inspiration. Mr. Fitzmaurice-Kelly has collected in his *Life of Cervantes*

¹ *Don Quixote*: Pt. ii., ch. 3.

the expressions of some of the greatest minds on the subject of *Don Quixote*. The list might have been indefinitely extended, for there is no book to which reference is more often made in the wide field of literature. But for its personal freshness and unconventional phraseology, I will quote only two letters of Edward Fitz-Gerald. Upon one occasion he writes as follows: "I have had *Don Quixote*, Boccaccio, and my dear Sophocles (once more) for company on board: the first of these so delightful that I got to love the very Dictionary in which I had to look out the words: yes, and often the same words over and over again. The Book really seemed to me the most delightful of all books: Boccaccio delightful too, but millions of miles behind: in fact a whole planet away."¹ And again: "I have read nothing to care about except *Don Quixote* and Calderón. The first is well worth learning Spanish for.....But *Don Quixote* is *the* book, as you know; to be fully read, I believe, in no language but its own, though delightful in any."²

It is a pleasure to think that Don Quixote found a second fatherland in England, for it is there that he has been most admired of strangers. The bibliography of English translations shows no less than eight complete versions besides numerous abridgments and adaptations. Of the complete translations, Shelton's appeared before the death of Shakespeare and is still among the best, perhaps the closest to the spirit of the original, while the recent one of Watts is the most painstaking and scholarly. In this connection, I cannot refrain from quoting Cervantes

¹ Edward Fitz-Gerald: "*Letters and Literary Remains.*" 3 vols. London 1889 — vol. i, p. 310.

² Edward Fitz-Gerald: *op. cit.* vol. i, pp. 327-328.

on the subject of translations. It is well known by the lover of *Don Quixote* that there is a little of everything in the book, and one is constantly coming upon enchanting surprises by the wayside. What a sane bit of pedagogical knowledge is implied in the words of our hero to the Barcelona book-seller: "It seems to me that the translating of one language into another, unless it be those queens of the languages — Greek and Latin, — is like viewing Flemish tapestries on the wrong side, which, although the designs are seen, are full of threads that obscure them so that the bloom and smoothness of the fragment are absent; nor does the translation of easy languages argue either wit or mastery of words any more than the transferring or copying one paper from another. But neither do I wish to imply that this exercise of translation is not praise-worthy, for a man might be occupied in things more mischievous and less profitable."¹ It would ill become Cervantes, in the light of subsequent events, to utter a word against translations. In reality he does not, as a means to an end. He is simply asserting what every modern language teacher ought to believe, that oral or written translations are only a stepping-stone to the complete unconscious assimilation of the original version, whatever it be.

And now, in drawing towards the close, I realize how little I have said of those inseparable spirits,—Don Quixote and Sancho Panza. While we have loitered by the way, the energetic knight has been busy setting things to rights all along his route. Again and again we are sent into roars of laughter by his quaint adventures. Now it is the battle with the caged lions which reminds us

¹ *Don Quixote*: Pt. ii., ch. 62.

of Tartarin and his similar experiences in Algeria, for the lions were so tame that they refused to become enraged by the most persistent efforts. Now it is Don Quixote's passionate onslaught upon the puppet-show when things did not go as he would have them upon the miniature stage. Interspersed with these changing scenes are others betokening such illuminating philosophy that we agree with Don Diego who said to his son of Don Quixote: "I have seen him do the maddest things in the world and utter speeches so wise that they blot out and efface his deeds."¹ Indeed Don Quixote is afflicted not with a diseased brain, as some would have us believe, and which would cause us sadness to behold, but with a voluntary madness which makes him lovable, sympathetic and natural. Cervantes meant this to be understood when he makes Samson say: "The difference there is between the two kinds of madness is, that he who is so perforce will be one forever, and he who is so of his own will, can leave off being mad when he pleases."² Our friend belongs to this latter category of madman. So the monotony of his vagaries is relieved by the most sane and optimistic utterances that a philosopher ever penned. Could there be any code more eternally acceptable for the poor gentleman in society than this: "To the poor gentleman there is no other way of showing that he is a gentleman than that of virtue; in being affable, well bred, courteous, polite and complaisant, not proud, not arrogant, not censorious, and above all charitable"?³ How noble are the following words from the needy gentleman, ex-captive

¹ *Don Quixote*: Pt. ii., ch. 18.

² *Don Quixote*: Pt. ii., ch. 15.

³ *Don Quixote*: Pt. ii., ch. 6.

and menial government official ! How strange they must have sounded in corrupt, tyranny-ridden Spain ! "Liberty, Sancho is one of the most precious gifts which Heaven has bestowed on man. With it no treasure can be compared which the earth contains or the sea conceals. For liberty, as for honor, one can and should adventure life ; and, on the other hand, captivity is the greatest evil which can befall men. Happy the man to whom Heaven has given a crust of bread without the obligation of thanking any for it but Heaven itself." ¹

Our impression in regard to the character of Don Quixote as it is unfolded in the succeeding chapters of his Odyssey is that this character has in it more of the sublime than of the ridiculous. Psychologically, the most interesting result of this development of Don Quixote's character is its effect upon the peasant Sancho. Sancho's character is far from being so simple as it is sometimes represented. His dominant trait was of course the exact artistic counterpart of the dominant trait of his master. But although Sancho's mental outfit is more humble than his master's, yet he too presents many shades of feeling to the careful observer. Of course his proverbs are his special weapon, — those rich proverbs which form one of the treasures of the Spanish language, and which Cervantes must have heard in the mouths of the people as he went up and down the country about his business. The wording of these proverbs is so subtle that in many cases we are puzzled to fathom the exact sense in which they were uttered. Cervantes, who is the best critic of his own children, says that Sancho "has at times some simplicities so fine that the guessing of

¹ *Don Quixote*: Pt. ii., ch. 58.

whether he is more simple or cunning causes no small enjoyment.”¹ The author fully intended Sancho’s rôle to be an important one. He knew that Sancho would share with his master our interest from the first. We are all curious to study the effect of each succeeding adventure upon the materialist and the idealist. So speaking to Sancho in the second part Samson delights him by saying: “You are the second person in the history, and there are some who prize more the hearing you talk than the bravest there.”² Sancho acts now as a check, now as a goad, to the fiery knight. Only in material things is his eyesight better than his master’s. He knows a barber’s basin when he sees it, but he does not know that there is no isle of Baratania waiting for him to govern it. On most subjects he is quite as gullible as Don Quixote. Well, the time came when, as a result of the plans concocted by the sly Duke and Duchess, Sancho was provided with an island to govern. The journal of the few days Sancho spent among these new honors is a triumph of imagination reminding one of *Gulliver’s Travels* without the grotesque element. As a governor, Sancho was a pronounced failure, and he failed just where Don Quixote would have succeeded. Don Quixote would never have relinquished such a chance to carry out his social reforms. But Sancho was more than ready to withdraw his claims. He renounces all his political ambition and longs for the peaceful days with Dapple his ass. Safe back with Don Quixote, after the midnight attack upon his island which scared him within an inch of his life, he confesses to his

¹ *Don Quixote*: Pt. ii., ch. 32.

² *Don Quixote*: Pt. ii., ch. 3.

master: "For me, so I am full, it is all one to me."¹ This must remain in our minds the primary trait of Sancho's character. How it contrasts with the knight-errant's ideal assertion: "I shall do what I am bounden and what my conscience dictates in conformity with the order I have professed"!² As Don Quixote once said, half jesting: "I, Sancho, was born to live dying, and thou to die eating."³ With that solicitude for his reputation which was a characteristic of the mediaeval knight, Don Quixote desired that it should be said of him: "If he achieved not great things, he died in attempting them."⁴ Sancho never became an idealist. He persists to the last in his homely truths. But association with Don Quixote could not fail to affect the intelligence of the peasant Sancho. There are bursts of affection, of generous sentiments in his latter days which would have certainly been surprising at the time of his first elevation to the dignity of squire. Already in the first pages of the second part Sancho begins to evidence deeper feelings than we should have suspected in this country lout. His attachment for his master is growing, and with it the determination to follow him whithersoever he may lead. Sancho's praise, if expressed in somewhat homely phrases, is not the less genuine and hearty. He says of his master: "He has none of the rogue: rather has he a soul as clean as a pitcher. He can do no harm to anyone, but good to all, nor has he any malice at all; a child might persuade him it is night at noonday, and it is for this simpleness I love

¹ *Don Quixote*: Pt. ii., ch. 55.

² *Don Quixote*: Pt. i., ch. 29.

³ *Don Quixote*: Pt. ii., ch. 59.

⁴ *Don Quixote*: Pt. i., ch. 26.

him like my heart strings, and cannot be handy at leaving him, for all the pranks he plays.”¹ But it is at the death-bed of the good knight, now quite sane again, that Sancho is wholly admirable. “Don’t you die, your worship, dear master, but take my advice and live many years, for the maddest thing a man can do in this life is to let himself die, without more ado, without anybody killing him, nor other hands to finish him off than those of melancholy.”² It was not melancholy, of course, that was killing Don Quixote. He never gave up the fight, whether mad or sane. But Sancho thought his master was dying of discouragement and faint-heartedness, and the good fellow burst into tears at the death-bedside.

The events which led up to the final release of the good knight from this vale of enchantments are perhaps worth narrating. The central object in Don Quixote’s wanderings in the second part of the story is the tournament at Barcelona. Thither by slow stages and interrupted by many halts, the two companions make their way. It is at Barcelona that Don Quixote must prove himself the most valiant *caballero andante* the world has ever seen, and must wring from his defeated opponents the unwilling confession that Dulcinea del Toboso is the fairest woman the broad realm of chivalry can show. You will remember how it was no other than our aforementioned friend, the student Samson, who had contrived this scheme for bringing his deluded townsman home again to his sorrowing niece. Samson, calling himself the Knight of the White Moon, attacks Don Quixote in the lists and this time readily unhorses him. Samson’s object being

¹ *Don Quixote*: Pt. ii., ch. 13.

² *Don Quixote*: Pt. ii., ch. 74.

to extort from the knight his promise to return home for a year, Don Quixote reluctantly consents; but before knowing that his life would be granted in return for this promise, he utters these beautiful words, — the summing up of his whole grand mad life: “Dulcinea del Toboso is the most beautiful woman in the world, and I the most unfortunate knight upon earth; and it is not well that my weakness should discredit this truth. Thrust home thy lance, Knight, and rid me of life since thou hast bereft me of honor.”¹

Our hero and Sancho hastened to fulfil the promise made to return home and lead a quiet life. So great was Don Quixote's desire to comply to the letter with his promise to abstain from martial deeds that he decided to turn shepherd and lead a pastoral existence. But before this desire could be put into execution, he fell sick and passed several days waiting for the end. It was after a long nap of six hours that he came to himself and declared he was now free of all those fancies which had so long held him. Imagine the joy and surprise of his faithful attendants,—his niece, the curate, the barber, the student, and Sancho! His will made and signed by his right name, Alonso Quixano the Good, and his last confession having been heard, Shelton tells us “he yielded up the ghost; that is to say, he died.” It would be difficult to imagine a more satisfactory ending of the life of Don Quixote, the enchanted knight. It was an extremely difficult scene to handle, and Cervantes may have considered seriously the advisability of letting his hero remain enchanted to the last. I am glad he decided to cure the deranged mind, to restore our friend to his family and his retainers, and to

¹ *Don Quixote*: Pt. ii., ch. 64.

let him die in his own bed with the faithful Sancho sobbing as if his heart would break. Of course there is no literary future for Sancho without his master. The book concludes at once when the central character is gone, and Cervantes stops only long enough, before rising from his seat, to aim a last shaft at the scurrilous enemy who had not dared to sign his name to the false *Don Quixote*.

One who reads the great book with any knowledge at all of its author, his patience under trials, his noble bearing under insults, his honest striving for success, cannot fail to see in his *Don Quixote* the poetic traits of his own character. This fact seems to have been fully recognized by Cervantes when he says upon the final page of his manuscript: "For me alone *Don Quixote* was born, and I for him. It was he could act and I could write. We too alone are in one."¹ Posterity has always been of Cervantes' opinion. The world's knowledge of Cervantes is co-extensive with its admiration for this child of his genius. The plays and short stories that came from the same pen interest us only because of a reflected light. For us to-day Cervantes means *Don Quixote*, and the author's dream has been realized by time.

Cervantes survived the appearance of his second part only one year. He had just time in this interval, already in his seventieth year, to publish his *Pérsiles y Segismunda*, which need not attract our attention except for its dedication to the Count of Lemos. This nobleman had befriended Cervantes and had been his chief literary patron. The author's gratitude and personal affection for him finds no common expression in the following passage. But it is to the Christian resignation that I call your at-

¹ *Don Quixote*: Pt. ii., ch. 74.

tention in closing,—that consciousness of having fought the good fight and that readiness to lay down the arms, which, may it come to all of us when we shall cross the bar! “This old ballad which was famous in its day and which begins with ‘already the foot in the stirrup’ comes to my mind, alas! very naturally when I sit down to write this letter. For I can begin it in almost the same terms: ‘Already with foot in the stirrup, in mortal agony, my lord, I write you this.’ Yesterday they gave me extreme unction and to-day I am writing you. Time is short, the death struggle is becoming more fierce, hope has fled; and yet I live on because I want to live long enough to kiss your Excellency’s feet, and perhaps the joy of seeing you again in good health, back again in Spain, would save my life. But if it is decreed that I must die, God’s will be done.”¹ Thus died, in 1616, within ten days of his kindred spirit, Shakespeare, in another land, Miguel de Cervantes Saavedra. Ignorant the world may be of his burial place and of his outward favor. But far more enduring than external monuments is the memory that he exposed once for all the two sides of human nature,—the two men who good-naturedly struggle within us all our lives long,—Don Quixote and Sancho Panza.

WILLIAM WISTAR COMFORT, PH. D., '94.

¹ vid. C.-A. Sainte-Beuve: “*Don Quichotte*” in “*Nouveaux Lundis*” vol. 8.

LIST OF GRADUATES AND HONORARY DEGREES.

(Degrees conferred by other institutions are indicated by *italics*.)

THE ONLY DEGREE GRANTED ON GRADUATION BEFORE 1877 WAS
THAT OF BACHELOR OF ARTS.

GRADUATES.

1836

*Thomas F. Cock, *M.D.*, LL. D.,
*1896
*Joseph Walton, *1898

1837

*William C. Longstreth, *1881
*David C. Murray, *1885
*Lindley Murray, *1897
*Benjamin V. Marsh, *1882
*Joseph L. Pennock, *1870
*Robert B. Parsons, *1898
*Charles L. Sharpless, *1882
*Lloyd P. Smith, A. M., *1886
*B. Wyatt Wistar, *1869

1838

*James V. Emlen, *M. D.*, *1880
*John Elliott, *1893

1839

*Frederick Collins, *1892
*Thomas P. Cope, *1900
*Henry Hartshorne, *M. D.*, A. M.,
LL. D., *1897
*Nereus Mendenhall, *M. D.*, *1893
Richard Randolph, Jr., *M. D.*
*Charles Taber, *1887

1840

*Joseph Howell, *1889
Anthony M. Kimber
*Henry H. G. Sharpless, *1870
*John R. Winslow, *M. D.*, *1866

1841

*Richard H. Lawrence, *1847
*James P. Perot, *1872
*Elias A. White, *1866

1842

Robert Bowne
 *Richard Cadbury, *1897
 *William S. Hilles, *1876
 *Thomas Kimber, Jr., LTT.D., *1890
 *James J. Levick, *M.D.*, A.M., *1893
 Edmund Rodman, A. M.
 Thomas R. Rodman, *A. B.*
 Benjamin R. Smith
 *Augustus Taber, *1898
 *Caleb Winslow, *M. D.*, *1895

1843

Robert B. Howland
 Francis White
 *William D. Stroud, *M. D.*, *1883

1844

Evan T. Ellis
 *Robert B. Haines, *1895
 Isaac Hartshorne

1845

*Edmund A. Crenshaw, *1894
 *Robert Pearsall, *1849

1849

Albert K. Smiley, A. M.
 *Alfred H. Smiley, A. M., *1903

1851

Joseph L. Bailey
 Philip C. Garrett
 *Thomas J. Levick, *1893
 Franklin E. Paige, A. M.
 Zaccheus Test, *M. D.*, A. M.
 *James C. Thomas, *M. D.*, A. M.,
 *1897
 Richard Wood

1852

*Dougan Clark, *M. D.*, *1896
 Lewis N. Hopkins
 *William L. Kinsman, *1899
 William E. Newhall
 *James Whitall, *1896

1853

William B. Morgan, A. M.
 *William H. Pancoast, *M.D.*, A.M.,
 *1897

1854

*Frederick Arthur, Jr., *1891
 John W. Cadbury
 John B. Garrett
 David Scull

1855

*Samuel Bettle, *1859
 John R. Hubbard, A. M.

1856

Bartholomew W. Beesley
 Joel Cadbury, Jr.
 Jonathan J. Comfort, *M. D.*
 *James M. Walton, *1874
 Edward R. Wood, A. M.

1857

Jesse S. Cheyney, A. M.
 *Cyrus Mendenhall, *1858
 *Stephen Wood, *1890

1858

*Thomas H. Burgess, *1893
 Thomas Clark
 *Daniel W. Hunt, *1898
 *Samuel T. Satterthwaite, *1865
 William G. Tyler
 Thomas Wistar, A. M., *M. D.*
 Ellis H. Yarnall, *LL. B.*

1859

- *Richard W. Chase, *1865
- James R. Magee
- *Richard C. Paxson, *1864
- *Edward Rhoads, *M. D.*, *1871
- Edward C. Sampson
- *George Sampson, *1872
- Abram Sharples, *M. D.*
- Benjamin H. Smith

1860

- *Lindley M. Clark, *1861
- *William B. Corbit, *M. D.*, *1872
- *William M. Corlies, *1881
- Cyrus Lindley
- Theodore H. Morris
- Frederick W. Morris
- Richard Pancoast
- *John W. Pinkham, *M. D.*, *1894
- Francis Richardson
- Clement L. Smith, A. M., LL. D.
- James Tyson, *M. D.*, A. M.
- Silas A. Underhill, LL. B.

1861

- Edward Bettie, Jr.
- *Henry Bettie, *1886
- *Charles Bettie, *1883
- William B. Broomall
- Charles H. Jones
- *Thomas W. Lamb, A. M., *M. D.*, *1878
- William N. Potts
- Jehu H. Stuart, A. M., *M. D.*
- John C. Thomas

1862

- Henry T. Coates, A. M.
- *Samuel A. Hadley, *1864
- Horace G. Lippincott
- George C. Mellor
- Horace Williams, *M. D.*
- *Isaac F. Wood, *1895

1863

- Thomas J. Battey, A. M.
- *George M. Coates, Jr., A. M., *1894
- William M. Coates
- *Richard T. Jones, *1869
- William H. Morris
- Joseph G. Pinkham, *M. D.*, A. M.

1864

- *Franklin Angell, A. M., *1882
- *William Ashbridge, *M. D.*, *1884
- Edward H. Coates
- Howard M. Cooper, A. M.
- Albin Garrett
- Morris Longstreth, A. B., A. M., *M. D.*
- *Albert Pancoast, *1898
- *Charles Roberts, *1902
- *E. Pope Sampson, *1893
- *Edward L. Scull, *1884
- *Randolph Wood, *1876

1865

- John R. Bringhurst
- *Edward T. Brown, *1892
- James A. Chase
- Joseph M. Downing
- Arthur Haviland
- *David H. Nichols, *1865
- Henry W. Sharpless
- *George Smith, Jr., *1872
- Robert B. Taber, A. M.
- Allen C. Thomas, A. M.
- Benjamin A. Vail
- Caleb Cresson Wistar

1866

- A. Marshall Elliott, A. M., *Ph. D.*, LL. D.
- Benjamin E. Valentine, LL. B.

1867

- George Ashbridge, A. M., *LL. B.*
 *John Ashbridge, *1881
 William P. Clark, A. M., *LL. B.*
 *Samuel C. Collins, A. M., *1901
 Nathaniel B. Crenshaw
 Charles H. Darlington, A. M.
 *William T. Dorsey, *M. D.*, *1870
 B. Franklin Eshleman
 Richard M. Jones, A. M., *LL. D.*
 *Charles W. Sharpless, *1889
 Walter Wood

1868

- Edward H. Cook
 *Alexis T. Cope, *1883
 Benjamin C. Satterthwaite
 Louis Starr, *M. D.*
 S. Finley Tomlinson
 Joseph H. Wills, A. M., *M. D.*

1869

- Johns H. Congdon
 Henry Cope, A. M.
 *Ludovic Estes, *A. M., Ph. D.*,
 *1898
 *Henry Evalul, A. M., *1877
 *William B. Kaighn, *1876
 Pendleton King, A. M.
 William H. Randolph
 Edward B. Taylor, *M. C. E.*
 William S. Taylor
 James G. Whitlock
 Walter Wood
 Henry Wood, *Ph. D.*

1870

- J. Stuart Brown
 John E. Carey
 Alford G. Coale
 Howard Comfort
 T. Allen Hilles
 William H. Hubbard, *M. D.*
 *Thomas K. Longstreth, A. M.,
 *1883

Oliver G. Owen, A. M.

- *Charles E. Pratt, A. M., *1898
 David F. Rose
 *John D. Steele, *1886
 Charles Wood, A. M., *D. D.*
 Stuart Wood, *Ph. D.*

1871

- Henry G. Brown,
 *William P. Evans *1893
 John S. Garrigues
 Reuben Haines, A. M.
 William H. Haines
 Joseph Hartshorne
 Jesse F. Hoskins
 Walter T. Moore
 Ellis B. Reeves
 *Alfred R. Roberts, *1901
 Charles S. Taylor
 Edward D. Thurston
 Randolph Winslow, *M. D.*, A. M.

1872

- Richard Ashbridge, *M. D.*
 Richard T. Cadbury, *A. B., A. M.*
 James Carey, Jr., *LL. B.*
 Thomas S. Downing, Jr.
 Walter Erben
 *Thomas Rowland Estes, *1898
 John E. Forsythe
 William H. Gibbons, A. M.
 Francis B. Gummere, *A. B.*,
A. M., Ph. D.
 Caspar Wistar Haines, A. M.,
C. E.
 Abram Francis Huston
 *Marmaduke Cope Kimber, A. M.,
 *1877
 William M. Longstreth
 Richard H. Thomas, *M. D.*

1873

- James C. Comfort
 Thomas P. Cope, Jr.
 George W. Emlen

Joseph M. Fox
 *Henry C. Haines, *1900
 *Benjamin H. Lowry, A. M., *1902
 Alden Sampson, A. M., *A. B.*,
A. M.
 *Julius L. Tomlinson, A. M., *1890

1874

*Edward P. Allinson, A. M., *1901
 John G. Bullock
 James Emlen
 Charles R. Hartshorne, *LL. B.*
 Samuel E. Hilles
 John B. Jones
 *Mahlon Kirkbride, *1889
 Theophilus P. Price
 James B. Thompson
 Joseph Trotter

1875

Edward K. Bispham
 Alonzo Brown, A. M.
 J. Franklin Davis, A. M.
 Charles E. Haines
 *William Hunt, Jr., *1898
 Charles L. Huston
 Harold P. Newlin
 Walter W. Pharo
 Charles E. Tebbetts, *Ph.B.*, *A. M.*
 Miles White, Jr.

1876

Francis G. Allinson, A. M., *Ph.D.*
 David S. Bispham
 Reuben Colton
 Henry W. Dudley
 Seth K. Gifford, A. M., *Ph. D.*
 L. Lyndon Hobbs, A. M.
 Richard H. Holme
 *Thomas William Kimber, *1885
 Charles A. Longstreth
 J. Whitall Nicholson
 Percival Roberts, Jr.
 Frank H. Taylor, *A. B.*
 Howard G. Taylor
 *Lewis A. Taylor, *1881

1877

A. B.

Isaac W. Anderson
 Frederick L. Baily
 Isaac Forsythe
 James D. Krider
 George G. Mercer, *LL. M.*,
J. C. D.
 Wilson Townsend

S. B.

William F. Smith

1878

A. B.

Henry Baily, *A. B.*, *A. M.*
 Albert L. Baily
 Francis K. Carey, *LL. B.*, A. M.
 Edward T. Comfort
 Charles S. Crozman, *A. B.*, *LL. B.*
 Samuel Hill, *A. B.*
 Lindley M. H. Reynolds
 Daniel Smiley, Jr.
 Henry L. Taylor, A. M., *M. D.*
 John M. W. Thomas
 George W. White

S. B.

Jonathan Eldridge
 Edward Forsythe
 Cyrus P. Frazier, *A. B.*
 Robert B. Haines, Jr.
 Henry N. Stokes, *Ph. D.*

1879

A. B.

Samuel Bispham, Jr.
 *Edward Gibbons, *1891
 John H. Gifford, *M. D.*
 Francis Henderson, *LL. B.*
 William C. Lowry
 John B. Newkirk
 John E. Sheppard, Jr., *M. D.*

1880

A. B.

Charles F. Brédé, A. M.
 Charles E. Cox, *A. M.*
 Josiah P. Edwards
 James L. Lynch
 Samuel Mason, Jr.
 William F. Perry
 Joseph Rhoads, Jr., A. M.

S. B.

William Bishop
 Alexander P. Corbit
 Charles E. Gause, Jr.
 Edward M. Jones

1881

A. B.

William A. Blair, *A. M.*
 A. Morris Carey
 Levi T. Edwards, A. M.
 Edward Y. Hartshorne
 Isaac T. Johnson, A. M.
 Edwin O. Kennard
 Jesse H. Moore
 William E. Page
 Walter F. Price, A. M., *A. M.*
 Thomas N. Winslow
 John C. Winston

S. B.

Walter Brinton
 William H. Collins, A. M.
 Joseph Horace Cook
 Davis H. Forsythe
 Albanus L. Smith

1882

A. B.

George A. Barton, A. M., *A. M.*,
Ph. D.
 Isaac M. Cox
 Richard B. Hazard
 Wilmot R. Jones

*Wilmer P. Leeds, *1885

J. Henley Morgan
 Edward Randolph

S. B.

John E. Coffin
 Daniel Corbit
 George L. Crosman
 Frederick D. Jones
 T. Chalkley Palmer
 Lindley M. Winston

1883

A. B.

John Blanchard, *LL. B.*
 Frank E. Briggs
 George H. Evans
 Francis B. Stuart
 Bond V. Thomas
 Thos. K. Worthington, *LL. B.*,
Ph. D.

S. B.

William L. Bailly
 Stephen W. Collins, *LL. B.*
 D. William Edwards
 William E. Scull
 *Samuel B. Shoemaker, *M. D.*,
 *1893

John S. Spruance
 W. Alpheus White
 Charles H. Whitney
 Louis D. Whitney

1884

A. B.

John Henry Allen, A. M.
 Orren William Bates
 Thomas Herbert Chase
 William J. Haines
 Arthur D. Hall
 Charles D. Jacob
 Alfred Percival Smith, *A. B.*,
LL. B.

S. B.

Louis T. Hill
Walter L. Moore
George Vaux, Jr., *LL. B.*

L. B.

Francis A. White

1885

A. B.

Samuel Bettle
*Enos L. Doan, *1900
William T. Ferris
William S. Hilles
William T. Hussey
Arthur W. Jones, A. M., *A. M.*
Rufus M. Jones, A. M., *Litt. D.*
Joseph L. Markley, A. M., *A. M.*,
Ph. D.
Marriott C. Morris
Augustus T. Murray, *Ph. D.*
Augustus H. Reeve
William F. Reeve
Isaac Sutton, *A. M.*
Elias H. White, *LL. B.*
William F. Wickersham, A. M.

S. B.

Charles W. Baily
John J. Blair
Thomas Newlin, A. M.
Theodore W. Richards, *A. B.*,
A. M., *Ph. D.*
*Matthew T. Wilson, *1891

1886

A. B.

Jonathan Dickinson, Jr., A. M.
Alexander H. Scott
Horace E. Smith
Edward D. Wadsworth, *LL. B.*

S. B.

*Thomas W. Betts, *1893
Guy R. Johnson
William S. McFarland
*Israel Morris, Jr., *1894
William P. Morris
*Alfred M. Underhill, Jr., *1901
Wilfred W. White

1887

A. B.

J. Howe Adams, *M. D.*
Edward B. Cassatt
William H. Fntrell, *LL. B.*
Alfred C. Garrett, *A. B.*, *A. M.*,
Ph. D.
Henry H. Goddard, A. M., *Ph. D.*
Willis Hatfield Hazard, *A. M.*,
Ph. D.
Barker Newhall, A. M., *Ph. D.*
Jesse E. Phillips, Jr., A. M.
Henry W. Stokes
Frederic H. Strawbridge
Richard J. White
*George B. Wood, *1894
William C. Wood

S. B.

*Arthur H. Baily, *1889
Charles H. Bedell, A. M.
Allen B. Clement, A. M., *LL. B.*
Horace Y. Evans, Jr.
Hugh Lesley
*William W. Trimble, *1891

B. E.

P. Hollingsworth Morris

1888

A. B.

E. Morris Cox
Howell S. England, A. M.
Allison W. Slocum, A. M.
Martin B. Stubbs, A. M., *Ph. D.*

S. B.

Charles H. Battey
 John C. Corbit, Jr.
 Morris E. Leeds
 William Draper Lewis, *LL. B.*,
Ph. D.
 Henry V. Gummere, *A. M.*
 Francis C. Hartshorne, *A. M.*,
LL. B.
 Joseph T. Hilles
 George Brinton Roberts
 Joseph W. Sharp, Jr.

B. E.

Lawrence P. Beidelman
 Joseph E. Johnson, Jr., *M. E.*
 Frederick W. Morris, Jr.
 Richard J. Morris

1889

A. B.

Robert C. Baner
 Thomas E. Branson, *M. D.*
 Charles H. Burr, Jr., *A. M.*, *LL. B.*
 Thomas Evans
 Warner H. Fite, *Ph. D.*
 Warren C. Goodwin, *M. D.*
 Victor M. Haughton
 Franklin C. Kirkbride
 Daniel C. Lewis
 Lawrence J. Morris
 William F. Overman
 Frank W. Pierson, *A. M.*
 Samuel Prioleau Ravenel, Jr.,
LL. B.
 Walter George Reade
 Lindley M. Stevens, *A. M.*
 John Stoddell Stokes
 *Layton W. Todhunter, *1889
 Frederick N. Vail, *A. M.*
 Gilbert C. Wood

S. B.

William R. Dunton, *A. M.*, *M. D.*
 Arthur N. Leeds, *A. M.*

J. Henry Painter
 David J. Reinhardt
 Frank E. Thompson, *A. M.*

B. E.

Herbert Morris

1890

A. B.

Edward M. Angell, *LL. B.*
 James Stuart Auchincloss
 William G. Audenried, Jr.
 Henry R. Bringhurst, Jr.
 Charles T. Cottrell, *A. M.*, *LL. B.*
 Guy H. Davies
 Robert E. Fox
 Henry L. Gilbert, *A. M.*, *Ph. D.*
 William G. Jenkins
 *Thomas S. Kirkbride, Jr., *M. D.*,
 *1900
 Jonathan M. Steere, *A. M.*

S. B.

Thomas Amory Coffin
 Percy C. Darlington
 William M. Guilford, Jr.
 John N. Guss
 Edwin J. Haley, *A. M.*
 Robert R. Tatnall, *A. M.*, *Ph. D.*
 Dilworth P. Hibberd, *A. M.*, *LL. B.*
 Alfred C. Tevis

B. E.

John F. Taylor Lewis
 Edward R. Longstreth
 William Percy Simpson
 *Ernest Forster Walton, *1902

1891

A. B.

Harry Alger
 David H. Blair
 Henry A. Todd

S. B.

William W. Handy
 Arthur Hoopes
 John Wetherill Hutton, A. M.
 David L. Mekeel, M. E.
 John Stokes Morris, A. M.
 George Thomas, 3rd.

1892

A. B.

Richard Brinton
 I. Harvey Brumbaugh, A. B.
 Benjamin Cadbury, A. M.
 Joseph Henry Dennis
 *Warren H. Detwiler, A. M., *1903
 Rufus Hacker Hall, M. D.
 Walter Morris Hart, A. M.
 Gilbert Joseph Palen, M. D.
 Ralph Warren Stone
 W. Nelson Loflin West, LL. B.
 Stanley Rhoads Yarnall, A. M.

S. B.

Augustine W. Blair, A. M.
 Egbert Snell Cary
 Minturn Post Collins
 Charles Gilpin Cook, A. M., Ph.D.
 William Pearson Jenks
 Franklin McAllister
 John Wallingford Muir
 William Hopkins Nicholson, Jr.
 William Ellis Shipley
 Joseph Remington Wood, Ph. G.,
 A. M.

1893

A. B.

Leslie Albert Bailey, A. M.
 *John Farnum Brown, *1894
 Wilbur Albert Estes
 Walter Winchip Haviland
 Clarence Gilbert Hoag, A. B.,
 A. M.
 Carroll Brinton Jacobs, LL. B.
 George Lindley Jones

Charles Osborne
 Charles James Rhoads
 Eugene M. Wescott
 *Franklin Whitall, *1894
 Gifford King Wright

S. B.

Francis F. Davis, A. M.
 Arthur Vickers Morton
 John Mickle Okie
 *Edward Rhoads, Ph. D., *1903
 John Roberts
 Barton Sensenig
 William Sansom Vaux, Jr.
 Edward Woolman

1894

A. B.

George A. Beyerle
 Charles Collins, LL. B.
 William Wistar Comfort, A. B.,
 A. M., Ph. D.
 John Allen DeCou, A. B., A. M.
 Clifford Bailey Farr, M. D.
 John Paul Haughton
 James Edward Hughes
 Louis Jaquette Palmer, LL.B.
 Frank Clayton Rex
 Frederick Pearce Ristine
 Francis Joseph Stokes
 David Shearman Taber, Jr.
 Parker Shortridge Williams

S. B.

J. Henry Bartlett
 Oscar Marshall Chase, S. M.,
 Henry Shoemaker Conard, A. M.,
 Ph. D.
 George Brookhouse Dean, M. D.
 Kane Stovell Green
 Anson Burlingame Harvey, A. M.
 Samuel Wheeler Morris
 Edward Entwisle Quimby
 Henry Wismer Scarborough,
 A. M., LL. B.
 William Justice Strawbridge

1895

A. B.

Samuel Bettle, Jr.
 Edmund Blanchard, Jr., *LL. B.*
 Samuel Hulme Brown
 Frank Henry Conklin
 Charles Howland Cookman, *B. D.*
 James Linton Engle
 Joseph Spragg Evans, Jr., *M. D.*
 Henry John Harris
 George Lippincott *A. B.*

S. B.

William Goodman, *A. B.*
 Arthur Moorhead Hay
 Erroll Baldwin Hay
 William Smedley Hilles
 John Bacon Leeds
 Charles Clifford Taylor
 Allen Curry Thomas, *A. M.*,
LL. B.
 Henry Evans Thomas
 Walter Coates Webster

1896

A. B.

Douglas Howe Adams, *A. B.*
 George Raymond Allen
 Milton Clauser
 Arthur Fernandez Coca, *A. M.*,
M. D.
 George Henry Deuell
 Thomas Harvey Haines, *A. M.*,
A. M., *Ph. D.*
 John Ashby Lester, *A. M. A. M.*,
Ph. D.
 Paul D. I. Maier, *LL. B.*
 Joseph Henry Scattergood, *A. B.*
 Levi Hollingsworth Wood, *LL. B.*

S. B.

William Kite Alsop
 William Henry Bettle
 Samuel Kriebel Brecht

Mark Brooke

Albert Dempsey Hartley
 Charles Russell Hinchman
 John Quincy Hunsicker, Jr.
 Samuel Middleton
 *Charles Dickens Nason, *Ph. D.*,
 *1901
 Marshall Warren Way, *LL. B.*
 Homer Jephtha Webster, *A. M.*

1897

A. B.

Richard Cadbury Brown, *A. B.*,
A. M.
 Morton Pennock Darlington
 Elliot Field, *A. M.*
 Vincent Gilpin, *A. B.*
 Benjamin Rose Hoffman
 Charles Henry Howson, *LL. B.*
 John Elias Hume, *M. D.*
 Francis Norton Maxfield
 Roswell Cheney McCrea, *A. M.*,
Ph. D.
 Ottis Earl Mendenhall, *A. M.*
 Warren Brown Rodney
 Edward Thomas
 Henry Alva White

S. B.

William John Burns
 Morris Burgess Dean
 Frank Hughes Detwiler
 Francis Brinton Jacob, *M. D.*
 George Martin Palmer
 Charles Gibbons Tatnall
 William Jordan Taylor
 Frank William Thacher

1898

A. B.

James Edgar Butler, *LL. B.*
 William Warder Cadbury, *A. M.*,
M. D.
 Alfred Sharpless Haines, *A. M.*
 Joseph Howell Haines

Arthur Search Harding, *A. B.*
 Samuel Horace Hodgkin
 Walter Coggeshall Janney
 Morris Mathews Lee
 Oscar Peyton Moffitt
 Samuel Rhoads, *M. D.*
 Alfred Garrett Scattergood, *A. B.*
 Frederick Stadelman
 Ira Isbon Sterner, *A. M.*
 Frederick Asa Swan
 Robert North Wilson
 Thomas Wistar
 Richard Davis Wood

S. B.

Richard Stanton Ellis
 John Gyger Embree, *A. M.*
 Davis Godfrey Jones
 Eldon Roxy Ross
 Francis Reeves Strawbridge
 Joseph Wright Taylor

1899

A. B.

William John Bawden
 Walter Elihu Blair
 William Bode
 Royal Jenkins Davis, *A. B.*
 Francis Algernon Evans
 Rufus Horton Jones
 Howard Haines Lowry, *A. B.*
 Edward Hough Lycett
 Joseph Paul Morris
 Herbert Clinton Petty
 Malcolm Augustus Shipley, Jr.
 Frank Keller Walter, *A. M.*
 Arthur Clement Wild, *LL. B.*

S. B.

William Aldrich Battey
 John Darlington Carter, *A. M.*
 *Edward B. Conklin, *1900
 Benjamin Satterthwaite DeCou
 Alfred Collins Maule
 Ralph Mellor
 John Howard Redfield, Jr.
 Elisha Roberts Richie, *M. D.*

1900

A. B.

William Williams Allen, Jr.
 William Brown Bell, *LL. B.*
 Robert Jones Burdette, Jr.
 Charles Henry Carter, *A. M.*,
A. M.
 John Pim Carter, *A. M.*
 Francis Reeve Cope, Jr., *A. B.*
 Henry Sandwith Drinker, Jr.,
A. B.
 John Thompson Emlen
 Frank Mercur Eshleman
 Edward Dale Freeman
 Henry McLellan Hallett
 James Smith Hiatt
 Walter Swain Hinchman, *A. B.*,
A. M.
 Horace Howard Jenks
 Henry Lewis d'Invilliers Levick
 Frank Eugene Lutz
 Samuel Wright Miffin, *A. B.*
 J. Kennedy Moorhouse
 Heber Sensenig
 Frederic Cope Sharpless, *M. D.*
 Edward Ballinger Taylor, Jr.
 Joseph McFerran Taylor

S. B.

Charles Jackson Allen
 Christian Febiger
 William Warner Justice, Jr., *A. B.*
 Jonathan Irving Peelle
 Abram Gibbons Tatnall
 Wilfred Wallace White

1901

A. B.

Clarence Walton Bankard
 Ellis Yarnall Brown, Jr.
 Howard Valentine Bullinger, *A. B.*
 John Warder Cadbury, Jr.
 William Edward Cadbury, *A. M.*
 James Keyser DeArmond
 Aaron Lovett Dewees

Alfred Edgar Freeman
 William Orville Mendenhall
 Clement Orestes Meredith
 William LaCoste Neilson
 Richard Patton
 Edward Marshall Scull
 Wayne Sensenig
 Frederick William Sharp
 George John Walenta
 John Leiper Winslow
 Walter Hallock Wood
 William Wellington Woodward

S. B.

William Sagehorn Baltz
 Clifton O'Neal Carey
 Lawrence Washburn DeMotte
 William Howard Kirkbride
 Walter Mellor
 Edward Collins Rossmässler
 Calvin Cicero Rush
 William Wayne Wirgman
 Arthur Ralston Yearsley

1902

A. B.

Joseph John Barclay
 Edgar Howard Boles
 Justin Emmett Brown
 William Wilkie Chambers
 Arthur Shirley Cookman
 William Varney Dennis
 Charles Evans
 Edward Wyatt Evans, *A. B.*
 John Sharpless Fox
 Richard Mott Gummere
 Joseph Bernard Haviland
 Tetsutaro Inumaru
 Edward Goodwin Kirk
 William Collins Longstreth
 Herman Newman
 William Pyle Philips, *A. M.*
 Andrew Dante Schrag
 Charles Harper Smith
 Alexander Guy Holborn Spiers
 John Lyon Stone
 Charles Wharton Stork, *A. B.*

Whole number of graduates, 764

Edgar Earl Trout, *A. M.*
 Alexander Cooper Wood, Jr.

S. B.

Henry Lloyd Balderston
 Shipley Brown
 Charles Reed Cary
 George Spencer Garrett
 William Henry Grant
 Kearney Everett Hendricks
 S. Percy Jones
 William Webb Pusey, 2nd
 John Wallace Reeder
 David Allen Roberts
 Robert John Ross
 Herbert Armitt Scattergood
 Norris Alexander Scott
 Carlino Linn Seiler
 George Herbert Thomas
 Parke Lewis Woodward

1903

A. B.

Franklin Elverson Barr
 Henry Joel Cadbury
 Clarence Raymond Cornman
 Harry Anthony Dominovich
 James Blathwaite Drinker
 Enoch Farson Hoffman
 John Emory Hollingsworth
 Hervey Macy Hoskins
 George Peirce
 Arthur John Phillips
 Elias Nathan Rabinowitz
 Robert Louis Simkin
 Israel Sheldon Tilney
 Samuel Norman Wilson
 Fitz Randolph Winslow
 Joseph Kent Worthington

S. B.

Edwin Brooke Bateman
 Charles Woodard Davis
 Otto Eugene Duerr
 Carey Vandervort Hodgson
 Howard Moffitt Trueblood
 Irving White

The following resident graduate students have received advanced degrees, not having been undergraduates at Haverford :

1890

William B. Eaton, A. B., Wesleyan, 1889, A. M.
 Charles L. Michener, A. B., Penn, 1884, A. M.
 Charles E. Pritchard, A. B., Earlham, 1889, A. M.
 Robert W. Rogers, A. B., Johns Hopkins, 1887, Ph. D.
 William C. Sayrs, A. B., Wilmington, 1889, A. M.
 *Charles E. Terrell, A. B., Wilmington, 1888, A. M., *1901
 Charles H. Thurber, Ph. B., Cornell, 1886, A. M.

1891

Lawrence W. Byers, A. B., Penn, 1890, A. M.
 *William H. Carroll, A. B., Wilmington, 1890, A. M., *1897
 Myron F. Hill, A. B., Harvard, 1890, A. M.
 Lucian M. Robinson, A. B., Harvard, 1882, A. M.

1892

Elmer A. Gifford, S. B., Penn, 1888, A. M.
 Byron Charles Hubbard, S. B., Earlham, 1891, A. M.

1893

Irving Culver Johnson, S. B., Penn, 1892, A. M.
 Leonard Charles Van Noppen, A. B., Guilford, 1890, B. L., Univ. N. C., 1892, A. M.

1894

Franklin A. Dakin, A. B., Harvard, 1882, A. M.
 William W. Hastings, A. B. and A. M., Maryville, 1886 and 1892, A. M.
 Mahlon Z. Kirk, S. B., Penn, 1893, A. M.
 Arthur R. Spaid, A. B., Wilmington, 1893, A. M.
 Edwin Mood Wilson, A. B., Guilford, 1892, A. B., Univ. N. C., 1893, A. M.

1895

Ira O. Kemble, S. B., Penn., 1894, A. M.
 John Oscar Villars, S. B., Wilmington, 1894, A. M.
 *Roy Wilson White, S. B., Earlham, 1894, A. M., *1900

1896

James Addison Babbitt, A. B., Yale, 1893, A. M.
Arthur Matthew Charles, S. B., Earlham, 1894, A. M.
Horace Thornburg Owen, A. B., Hamilton, 1895, A. M.
Luther Milton Hunt, S. B., Wilmington, 1895, A. M.
Clement Finney Patterson, Ph. B., Penn, 1895, A. M.
William W. Hastings, A. B. and A. M., Maryville, 1886, 1892, A. M.,
Haverford, 1894, Ph. D.

1897

William Otis Beale, S. B., Earlham, 1896, A. M.
Frank Whittier Else, A. B., Penn, 1896, A. M.
Paul Tasso Terrell, S. B., Wilmington, 1896, A. M.

1900

Frank Herbert Loud, A. B., Amherst, 1873, A. M., Harvard, 1899, Ph. D.,

HONORARY DEGREES.

1858	1877
*Hugh D. Vail, A. M., *1900	*John J. Thomas, A. M., *1895
1859	1878
*Joseph W. Aldrich, A. M., *1865	Clement L. Smith, LL. D.
1860	1879
*John G. Whittier, A. M., *1892	Richard M. Jones, A. M.
1864	Ellis Yarnall, A. M.
*Edward D. Cope, A. M., *1897	1880
1867	*Thomas Chase, LLT. D., *1892
Joseph Moore, A. M.	*Thomas Hughes, LL. D., *1896
1872	1882
William Jacobs, A. M.	Henry T. Coates, A. M.
1875	1883
*Samuel Alsop, Jr., A. M., *1888	*Thomas F. Cock, LL. D., *1896
1876	James Wood, A. M.
*Pliny E. Chase, LL. D., *1886	Henry N. Hoxie, A. M.
*William H. Pancoast, A. M., *1897	1887
1884	*Thomas Kimber, LLT. D., *1890
*Joseph Parrish, A. M., *1893	1890
*Elijah Cook, A. M., *1900	Joseph J. Mills, LL. D.
1885	1891
*Julius L. Tomlinson, A. M., *1890	Richard M. Jones, LL. D.
Robert Howland Chase, A. M.	1895
1886	*Henry Trimble, A. M., *1897
Edward H. Magill, LL. D.	
1900	
J. Rendel Harris, LL. D.	

HOLDERS OF THE HAVERFORD GRADUATE SCHOLARSHIP.

1889-90,	{ CHARLES H. BURR
	{ FRANK E. THOMPSON
1890-91,	DILWORTH P. HIBBERD
1891-92,	DAVID LANE MEKEEL
1892-93,	STANLEY RHOADS YARNALL
1893-94,	FRANCIS F. DAVIS
1894-95,	HENRY S. CONARD
1896-97,	JOHN A. LESTER
1897	ABOLISHED

HOLDERS OF THE HAVERFORD FELLOWSHIP.

1897-1898,	JOHN ASHBY LESTER, at Harvard University.
1898-1899,	MORRIS MATHEWS LEE, at Harvard University.
1899-1900,	JOHN DARLINGTON CARTER, at Johns Hopkins University.
1900-1901,	WILLIAM BROWN BELL, at Columbia University.
1901-1902,	HOWARD VALENTINE BULLINGER, at Harvard University.
1902-1903,	WILLIAM PYLE PHILIPS, at Harvard University.
1903-1904,	HARRY ANTHONY DOMINOVICH, at Harvard University.





